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ABSTRACT

This learning package on parents and children using the library is designed for implementation either in a workshop atmosphere or through individual study. The package includes an overview of the topic; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of articles and existing ERIC/Reading, English and Communication (REC) publications on the topic; a set of guidelines for using the learning package as a professional development tool; an evaluation form; and an order form. (RS)

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PARENTS AND CHILDREN TOGETHER: USING THE LIBRARY

Michael Shermis, Compiler; Carl B. Smith, Editor

Learning Package No. 52

1993

Indiana University School of Education

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OVERVIEW

ERIC/RÉC Learning Packages contain just what the practitioner needs for staff development workshops. Workshops can begin with an overview lecture , continue through readings and discussion material, and end with research projects and an annotated bibliography for further research.

Each learning package contains (1) a topic overview: a four-to-six page stage-setter; (2) in most cases, a digest of research: an ERIC summary of research on the topic written by a specialist; (3) a goal statement and a survey form; and (4) an extensive annotated bibliography of ERIC references.

Graduate-level university credit is available. For further information contact Indiana University School of Continuing Studies, Owen Hall #204, Bloomington, Indiana 47405. Enrollment in each course will be limited.

HOT TOPIC GUIDE 52

The Hot Topic Guide is a program designed for implementation either in a workshop atmosphere or through individual study. With the comments and suggestions of numerous educators, the Hot Topic Guide has evolved to incorporate the practical needs of teachers into its format. Please take the time to work through the contents of this guide and you will find yourself well on your way to designing and implementing a variety of classroom projects centering on this topic.

Helpful Guidelines for Workshop Use

Suggestions for using this Hot Topic Guide as a professional development tool.

Overview/Lecture

Parents and Children Together: Using the Library
reprinted from Parents and Children Together, a publication of the Family Literacy Center at Indiana University

Articles and ERIC Documents

- Helping Your Children Succeed in School--A Parents' Guide
- The Kindergarten Curriculum Guide and Primary Project Implementation Guide
- Learning Activities Parents Can Do with Their Children
- The Minority Child: Strategies for Literacy Development
- Parents as Partners in Reading through the Newspapers
- A Tip from a Teacher: The Writer's Briefcase 1990

Bibliography

A collection of selected references and abstracts obtained directly from the ERIC database.

In-Service Workshops and Seminars

Suggestions for using this Hot Topic Guide as a professional development tool

Before the workshop

++ Carefully review the materials presented in the *Hot Topic Guide.* Think about how these ideas apply to your particular school or district.

++ As particular concepts begin to stand out in your mind as being important, use the Bibliography section to seek out additional resources dealing specifically with those concepts.

++ Look over the authors and researchers cited in the Articles and Bibliography sections. Do any of them work in your area? Perhaps you could enlist their help and expertise as you plan your workshop or seminar.

++ As you begin to plan your activities, develop a mental picture of what you'd like to see happening in classrooms as a result of this in-service workshop. Keep that idea in mind as a guide to your planning.

++ After you have developed a draft plan, you may wish to let one or two colleagues look over your *Hot Topic Guide* and then critique your workshop plan.

During the Workshop

++ Give your participants a solid grasp of the background information, but don't load them down with an excessive amount of detail. You may wish to use the Overview section as a guide.

++ Try modeling the techniques and principles by "teaching" a mini-lesson based on the ideas of the *Hot Topic Guide.*

++ Remember that, as teachers ask you challenging questions, they are not trying to discredit you or your ideas. Rather, they are trying to prepare themselves for situations that may arise as they implement these ideas in their own classrooms.

++ If any of the participants are already using some of these ideas in their classes, encourage them to share their experiences.

++ Include at least two hands-on activities so that the participants will begin to get a feel for how they will execute the principles you have discussed.

++ Encourage teachers to go a step further with what they have learned in the workshop. They may wish to link up with colleagues for mutual support in trying out these new ideas, spread the word to other teachers who were not in the workshop, or seek out *Hot Topic Guides* of their own for further investigation.

After the Workshop

++ Follow up on the work you have done. Do an informal survey to determine how many of your participants have actually incorporated the concepts from the in-service workshop into their practice.

++ When teachers are trying the new techniques, ask them to invite you to observe their classes. Have any surprising results come up? Are there any unforeseen problems?

++ As you discover success stories among the teachers from your seminar, share them with those teachers who seem reluctant to give the ideas a try.

++ Find out what other topics your participants would like to see covered in future workshops and seminars. There are over fifty *Hot Topic Guides*, and more are always being developed. Whatever your focus, there is probably a *Hot Topic Guide* that can help.

Planning a Workshop Presentation
Worksheet

Major concepts you want to stress in this presentation:

1) _____

2) _____

3) _____

Are there additional resources mentioned in the Bibliography that would be worth locating? Which ones? How could you get them most easily?

_____

_____

Are there resource people available in your area whom you might consult about this topic and/or invite to participate? Who are they?

_____

_____

What would you like to see happen in participants' classrooms as a result of this workshop? Be as specific as possible.

_____

_____

_____

_____

Plans for followup to this workshop: [peer observations, sharing experiences, etc.]

_____

_____

Agenda for Workshop
Planning Sheet

Introduction/Overview:

[What would be the most effective way to present the major concepts that you wish to convey?]

_____

_____

_____

Activities that involve participants and incorporate the main concepts of this workshop:

1) _____

_____

_____

_____

2) _____

_____

_____

_____

Applications:

Encourage participants to plan a mini-lesson for their educational setting that draws on these concepts. [One possibility is to work in small groups, during the workshop, to make a plan and then share it with other participants.]

Your plan to make this happen:

_____

_____

Evaluation:

[Use the form on the next page, or one you design, to get feedback from participants about your presentation.]

End-of-Session Evaluation

Now that today's meeting is over, we would like to know how you feel and what you think about the things we did so that we can make them better. Your opinion is important to us. Please answer all questions honestly. Your answers are confidential.

1. Check (✓) to show if today's meeting was

   ❑ Not worthwhile ❑ Somewhat worthwhile ❑ Very worthwhile

2. Check (✓) to show if today's meeting was

   ❑ Not interesting ❑ Somewhat interesting ❑ Very interesting

3. Check (✓) to show if today's leader was

   ❑ Not very good ❑ Just O.K. ❑ Very good

4. Check (✓) to show if the meeting helped you get any useful ideas about how you can make positive changes in the classroom.

   ❑ Very little ❑ Some ❑ Very much

5. Check (✓) to show if today's meeting was

   ❑ Too long ❑ Too short ❑ Just about right

6. Check (✓) whether you would recommend today's meeting to a colleague.

   ❑ Yes ❑ No

7. Check (✓) to show how useful you found each of the things we did or discussed today.

   Getting information/new ideas.

   ❑ Not useful ❑ Somewhat useful ❑ Very useful

   Seeing and hearing demonstrations of teaching techniques.

   ❑ Not useful ❑ Somewhat useful ❑ Very useful

   Getting materials to read.

   ❑ Not useful ❑ Somewhat useful ❑ Very useful

Listening to other teachers tell about their own experiences.

❑ Not useful ❑ Somewhat useful ❑ Very useful

Working with colleagues in a small group to develop strategies of our own.

❑ Not useful ❑ Somewhat useful ❑ Very useful

Getting support from others in the group.

❑ Not useful ❑ Somewhat useful ❑ Very useful

8. Please write one thing that you thought was best about today:

9. Please write one thing that could have been improved today:

10. What additional information would you have liked?

11. Do you have any questions you would like to ask?

12. What additional comments would you like to make?

Thank you for completing this form.

ORDER FORM

All Hot Topic Guides are designed for grades K-12, except for those otherwise noted. Check those Learning Packages you would like mailed to you at $16 each, and mail this form (along with payment) to Hot Topic Guides, ERIC/REC, Indiana University, Smith Research Center, Suite 150, 2805 East Tenth Street, Bloomington, IN, 47408.

- o Developing Oral Language
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- o Using Folk Literature
- o Reading in the Content Areas (Secondary)
- o Writing as a Response to Reading
- o Collaborative and Cooperative Learning Techniques
- o Involving Parents in the Reading Process
- o Applying Various Comprehension Strategies
- o Using Skills and Strategies for Effective Learning
- o Assessing Performance through Informal Techniques
- o Trends and Issues in Reading Education
- o Observation and Feedback
- o Extending the Basal (Elementary)
- o The Changing Perspective in Reading Assessment
- o Grouping Students and Pacing Instruction (Elementary)
- o Guiding At-Risk Students in the Language Arts Classroom
- o Evaluating the Progress of the School Reading Program
- o Promoting Language Growth across the Curriculum
- o Developing Thinking Skills through Literature
- o Role of Metacognition in Reading to Learn
- o Language Diversity and Reading Instruction (Elementary)
- o Motivating Low Performing Students (Secondary)
- o Television Viewing and Reading
- o Reader Response Theory and Related Instructional Strategies
- o Developing a Decision-Making Plan for the Reading Teacher (Elementary)
- o What Works? Summary of Research about Teaching Reading (Elementary)
- o The Computer as an Aid to Reading Instruction (Elementary)
- o Reading Programs for Gifted Readers (Elementary)
- o Organizing the Classroom for an Expansive Reading Curriculum (Elementary)
- o Vocabulary Expansion Improves Reading and Learning
- o Writing Apprehension and the Writing Process
- o Writing as Exploration
- o Computers and Writing
- o Journal Writing
- o Making Writing Public (Elementary)
- o Spelling and the Writing Process
- o Strategic Thinking through Writing
- o Peer Response in Learning to Write
- o The Role of Grammar and the Teaching of Writing (Elementary)
- o The Relationship between Reading and Writing
- o Children and the Library (Elementary)
- o Classroom Drama as an Instructional Tool
- o Language Learning and the Young Child (Elementary)
- o Cultural Literacy
- o Writing Strategies for Gifted Students
- o Developing Listening and Speaking Skills
- o Ways to Evaluate Writing
- o Integrating the Language Arts (Elementary)
- o Appreciation of Literature
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- o Parents as Tutors in Reading and Writing
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Michael Shermis

Parents and Children Together: Using the Library

As you may know, some adults use the public library a lot and some don't use it at all. That fact may not worry you, but there is a hidden message about adult library users that is valuable for parents to know. Our reading and library habits as adults seem to grow out of the experiences we had as children. That's right, regular reading and regular use of the library by adults stems from early use of the library as children. Recent studies of adult reading habits remind us of the powerful influence early reading experiences have on us.

In a study of summer library use, researchers found some low-achieving students reading books all summer, contrary to expectations. Why did these poor readers keep reading at the library? Two major reasons: the library offered prizes (food coupons and movie passes) to children who read a certain number of books, and most importantly, the parents of these low-achieving readers insisted that they participate in the library summer reading program.

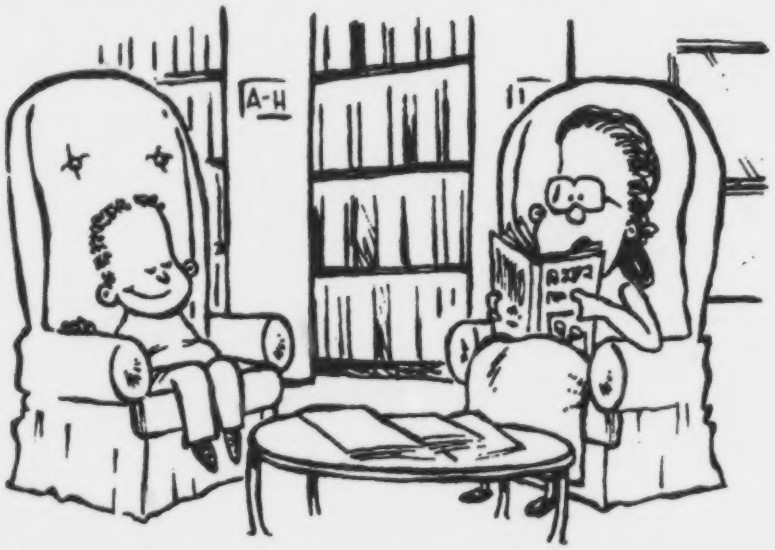
This study of a summer library program shows that if parents encourage their children to read, the children are likely to appreciate the value of books early on in their lives. If parents encourage their children to use the library as a resource, they are likely to view the library as an asset they can draw upon. The world of information in the library then becomes a treasure they can use the rest of their lives.

Libraries Reach Out

Libraries are becoming more attentive to the needs of modern society. A New York City Library opened an Early Childhood Resource and Information Center for children (ages 0-7), and their caregivers. For the convenience of its users, the Center made it a priority to install a diaper–changing station.

The librarians at these libraries combined their own experience and their knowledge of early literacy to implement a program just for parents and very young children. They built a space in the library that enabled parents and young children to share books together and to get help from librarians on selecting appropriate material. This same early childhood space made it possible for parents with limited English to practice their reading by using picture books with only a few words. Books with predictable phrases and sentences and books with word patterns, such as the Dr. Seuss books, were treasured by adults almost as much as they were by young children.

Librarians have a tradition of holding story hours for children in which they read some of their favorite stories. More and more, parents are being encouraged to read stories to their children by using the nooks and corners of the Children's Department as their own story corners.

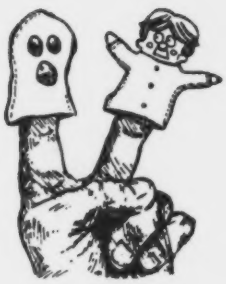


A benefit of summer library programs is that the children who use them return to school in the fall with stronger reading skills than those who did not read much during the summer. If the library offers rewards to children for reading books, accept them graciously. Even though you may think that children should read books just for the joy of reading, your goal is to encourage them to read regularly. If rewards do that, let them roll. Once children begin to read regularly, they have a much better chance of becoming the habitual readers who succeed in school and in the jobs of the future.

Library Services for Preschoolers

In case you are wondering what the library offers besides stacks of books, here are a few examples of services that you can find for preschoolers:

Many libraries have records and games that show you how to stimulate your child's language development through songs, games, and activities. The Children's Department will have lists of books on child rearing and parenting, as well as information about programs that the library organizes in these areas.



Special demonstrations are offered to help parents learn how to use finger-plays, songs, rhymes, and other activities that stimulate language development, vocabulary, and concepts that are helpful in school.

Children can often engage in activities such as listening to stories, watching films, doing arts and crafts work, and watching puppet shows, while their parents are using the library.

Be sure to take advantage of all the benefits that the library offers you as a parent of young children. As we have already mentioned, the long-term benefits for your child are immeasurable.

Library Services for School-age Children

Once your children are in school, the library becomes even more important. The public and school libraries then become extensions of the classroom. Although there are activities that encourage children to write and to participate in creative drama at the library, it is the information resources of the library that give children the power to learn beyond the limits of classroom activities.

Good teachers regularly challenge their students to use the library and other resources to expand classroom learning. Some expanded learning might be called recreational reading—reading for fun—but other learning involves children in finding topics that interest them and in becoming experts in those subjects.

Computers and information programs are frequently available at libraries. They give children an opportunity to search for answers to their questions and to solve problems by gathering information that will make them informed decision-makers.

Gifted and talented youngsters can enjoy the benefits of the library by joining discussion groups or by using the library as a warehouse of information to explore the ideas that are interesting to them. Children with physical or mental impairments may also benefit from special resources, such as books on tape and Braille print books, magazines, and comic books that are usually available free of charge.

Many libraries have tutors available or homework "helplines" for students to ask questions about their assignments. It is also common for libraries to house the local adult literacy program. So, if people need help with their literacy skills, this is probably the first place to go.

Parents' Resolutions

As you think about using the library to help your children become better readers and more effective students, it might be a good idea to rehearse in your mind the kinds of statements that you want to make about yourself as a way of being a model for your children. You may even want to print some of these statements on 3" x 5" cards as reminders of what you can do to help your children. Try some of the following statements to see if they represent your way of thinking:

- I have a library card and I get one for each of my children.
- I take my children to the library regularly.

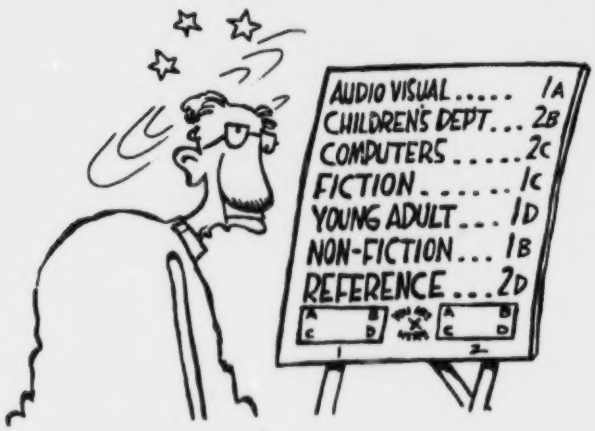
- I make each trip to the library an exciting discovery.
- I make a special effort to read with my children.
- I help my children find books that they can bring home.
- I respect the choices of books that my children make.
- While my children are exploring the library, I spend time searching for books that fit my own needs.
- I am a model for my children.

When parents, teachers, and librarians work together, the literacy skills of their children are bound to improve and everyone will end up a winner.

Questions about the Library

If parents have not used a library frequently, sometimes it seems confusing. We would like to answer a few questions you might have concerning a library. These suggestions could make your next trip to a library more productive and enjoyable.

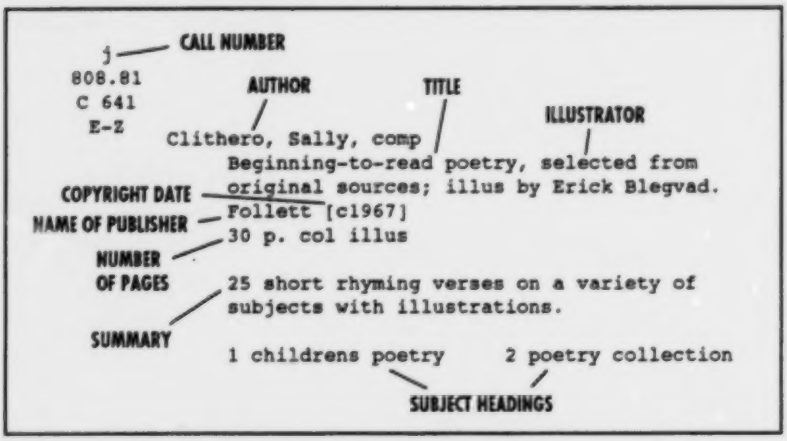
I don't feel confident taking my child to the library. What do I need to know or understand about helping my child use the library?



There is no need to be intimidated by the library. Once you are inside, you will see that many people are just browsing or reading. You can feel comfortable looking around until you locate the information desk or librarian. Librarians will be happy to direct you to the children's department or to a source that will help you locate the books you want.

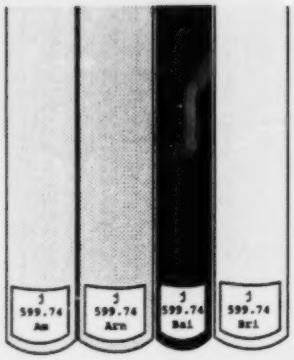
A library keeps a record of all its materials. You can locate materials in a library by using a card catalog or a computer. Cards in a card catalog are located in a series of drawers that are arranged in alphabetical order by author, title, or subject.

If you are looking for a book by title and it begins with the word "A" or "The," move to the next word in the title. For example, *A Tree Grows in Brooklyn* would be filed under "T." Be sure to have a slip of paper and a pencil with you. When you locate the book you need, write down the NUMBER that appears on the top left hand corner of the catalog card, the title of the book, and the author. Notice the example we have provided for you below.



Some libraries have their catalog on computers. If your library has such a system, ask your librarian to show you how to use the computer to retrieve the information for which you are searching. Books are listed by author, title, or subject in the computer, also. Once you have used the computer to find books, you will see how much faster and easier it is to use than a card catalog.

Practice using the information you have learned. Make a trip to your library just to learn more about it. Pick a topic in which you and your child are interested. See what books you can find in the card catalog on this topic. Not only are you learning more about the library, but by including your child in this search process, you are helping your child learn how to use the library.



Once you and your child have found the information you want from the card catalog or computer, you should look for the book on the shelf. Typically, books are arranged in two ways. FICTION books are arranged alphabetically by the first letter of the author's last name. A book by Sidney Sheldon, for instance, will be on the "S" shelf. NONFICTION books are arranged by the call number. Remember, a call number for the book is written in the upper left-hand corner of the card. This same number can be found on the outside of the book so that it can be located on the shelf. We have provided another example to help you remember how different books are arranged in the library. You may find this picture helpful the next time you visit the library.

Another section of the library you should become familiar with is the reference area. Knowing how to find and use materials in this section will be helpful when your child is working on reports and term papers. The reference section of the library includes encyclopedias, atlases, government documents, and other types of information books. Reference books and documents in this section may not be checked out from the library.

There is more to your library than just books! Many libraries have newspapers, magazines, videos, tapes, records, computer software, and much more. The library is a living encyclopedia of useful information and materials, both past and present. Plan to use it for more than just fiction books. And remember, don't be afraid to ask for help when using the library. If you ask your librarian for help the first few times, you will soon find that the library is very easy to use.

There are so many books in the children's section of the library. How do I know which books to choose?

Almost every children's librarian has lists of books to guide you. You may also want to look for award-winning books. There are two famous awards for children's literature made each year by the American Library Association. One is the Caldecott Medal for illustrations and the other is the Newbery Medal for writing.

These awards are given to only two of the approximately 2,500 new children's books published each year. Fortunately there are other lists of good books. For instance, *Notable Children's Books* by the American Library Association and *Books for Children* by the Library of Congress are lists of new books for preschool through junior high school-aged children. The International Reading Association (IRA) publishes annual lists of books that children, teachers, and young adults recommend for reading. There are some excellent books to guide parents in book selection, such as, *The New Read-Aloud Handbook* by Jim Trelease, *Comics to Classics: A Parent's Guide to Books for Teens and Preteens* by Arthea Reed, and *Eyeopeners* by Beverly Kobrin.

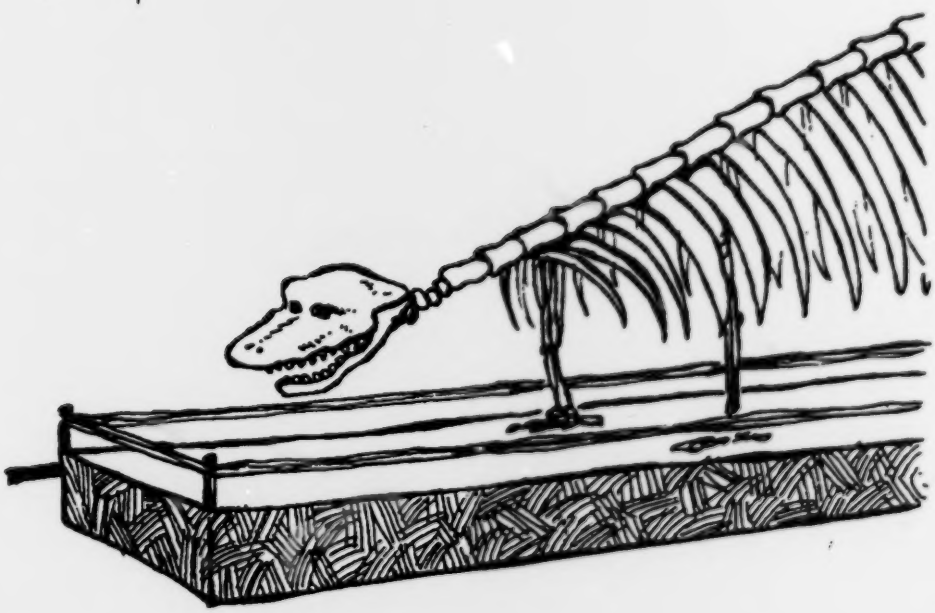
The children's librarian is trained to help you locate specific books that are good for reading aloud, as well as books on a particular subject recommended for a particular age group. In addition, your library may have several journals that regularly review children's books, including *The Horn Book*. Some of the family or parent magazines at the library, or the ones that you subscribe to at home, often recommend books for children. This audio magazine, for instance, lists books that match the monthly theme.

How can I help my child with school assignments, such as reports and term papers?

Very often children in school will ask their parents for help with library assignments. And very often parents will find themselves gradually taking over and doing a report for their son or daughter. Obviously, such an exercise offers no long-term benefit to your child. There are, however, things you can do to help your child with library assignments:

1) Ask your child questions about the assignment, and encourage him to ask the teacher questions. This helps him clarify what needs to be done. Help him identify the subtopic he is researching. For example, brontosaurus is a subgroup or smaller topic of dinosaurs, and dinosaurs is a subtopic of extinct animals. These classifications will help identify useful references.

2) Suggest that your child look up the topic in the library card catalog and in reference books. The librarian can also direct and help you get started. Be sure your child knows how to use a table of contents and an index. Suggest that she be prepared to look through or to use more than one source.

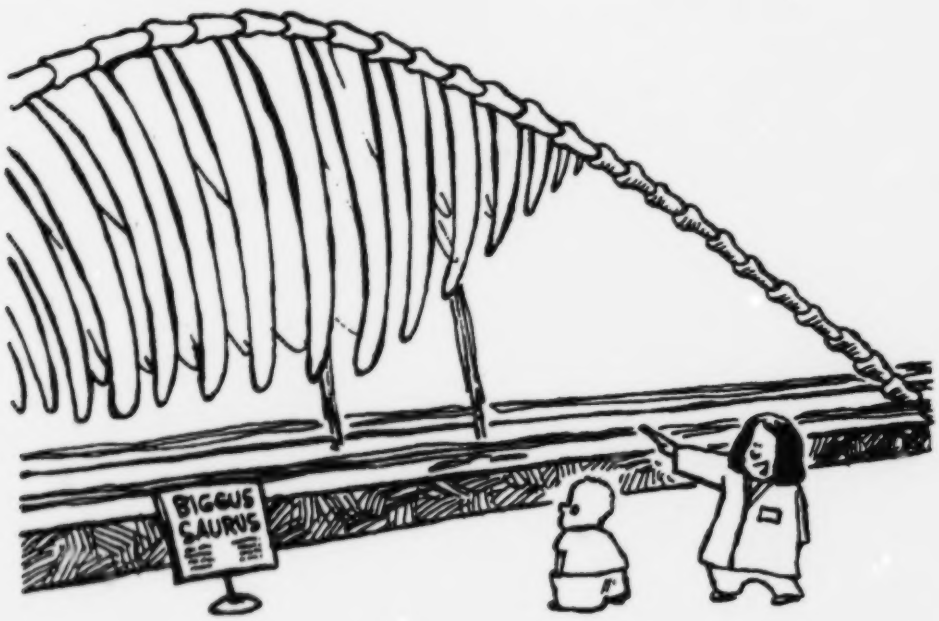


3) Help your child break assignments into logical segments and avoid last-minute panic by setting deadlines for each step of the work. Work together on setting up a schedule that allows plenty of time to gather needed materials.

4) Help your child decide if the community library has the resources he needs or if he should check other resources. He may want to talk to people who are experts on the topic; he may come up with ideas of his own as to where additional information can be obtained for the report.

5) Encourage your child to ask the librarian for help in locating materials. Help him gain confidence in using the library by letting him do his own talking when he needs help from the librarian.

6) Give your child encouragement, advice, and a ride if she needs it, but resist the temptation of taking over an assignment. Let her assume responsibility for researching and writing the report. It is the only way she will learn the library skills that she will need for the rest of her life.



Also, libraries frequently have workshops on how to do research or books reports. You may want to consider suggesting your child attend one of these workshops. But don't expect the library to fulfill your responsibilities as a parent.

If you have questions, please write to us and we will answer them for you. You may find your question in another issue of *Parents and Children Together.*

Write to:

Editor, *Parents and Children Together*
Indiana University
2805 E. 10th Street, Suite 150
Bloomington, IN 47408-2698

HELPING YOUR CHILDREN SUCCEED IN SCHOOL

-- A PARENTS' GUIDE --

BY

DR. NANCY RAMOS
SAN ANTONIO I.S.D.

AND

DR. RICARDO SOTELO SANTOS
TEXAS A & I UNIVERSITY

SPRING 1988

ACKNOWLEDGMENTS

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INTRODUCTION

The most important teachers children will ever have are their parents. To ensure success in school, it is very important that parents and classroom teachers form a partnership. An open line of communication should be maintained between the home and the school. This includes attending conferences arranged by the school as well as requesting conferences with the classroom teachers. This will make it easier for parents to keep up-to-date with what their children are learning in school and will also keep them informed about how well they are progressing in their studies.

There are many activities which can be completed in the home environment to promote student success in school. One very important thing that parents can do is to insist that their children attend school regularly. When parents help their children establish good attendance and good study habits when they first enter school, these habits are likely to stay with them throughout their formal years of schooling.

The importance of having a scheduled "homework time" cannot be overemphasized. Parents should provide a quiet study area in the home. They should also supervise their children's completion of homework assignments and show an interest in their studies.

Learning is a rewarding experience for both parents and their children. When learning is a shared task, it is easier for

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students to succeed in school. The following activities can be completed in the home to develop children's language and math skills. Parents should vary the level of difficulty of each activity to meet the age and developmental level of their children. In this way, parents will make sure that their children experience success in learning.

LANGUAGE ARTS

The Texas Education Agency has identified basic skills that students must master in order to be promoted to the next grade. The following list identifies some of the language skills that students are required to master at each grade level. Parents are encouraged to involve their children in activities which will reinforce the development of these language skills whenever possible.

KINDERGARTEN

- discriminate letters/sounds
- distinguish between shapes and forms
- recognize direction of conventional print

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- identify what a story is about
- recall facts and details
- arrange events in sequential order
- distinguish between real and make believe
- retell a story
- follow oral directions
- respond to storytelling by drawing or painting

FIRST GRADE

- share ideas in group discussions
- use correct punctuation
- write manuscript letters clearly
- identify vocabulary words by sight
- alphabetize words according to initial consonant
- identify the main idea of a story
- understand cause and effect relationships
- predict outcomes

- identify singular and plural forms of regular nouns
- distinguish between fantasy/fact

SECOND GRADE

- recall important details
- identify the main idea of several paragraphs
- distinguish between fact and fantasy
- predict outcomes
- identify initial blends/digraphs/diphthongs
- write in complete sentences
- spell words independently
- use correct capitalization
- identify common irregular verbs
- identify singular and plural nouns

THIRD GRADE

- participate in dramatic activities
- relate events with elaboration

- summarize a passage
- distinguish between fact, nonfact, and opinion
- draw conclusions
- identify multiple causes of an event
- follow two and three-step directions
- identify prefixes and suffixes
- use a dictionary to identify word meaning
- identify parts of a book: index, glossary, table of contents

FOURTH GRADE

- comprehend implied main idea
- identify time and setting of a story
- participate in creative dramatic activities
- write persuasive paragraphs
- correctly use fundamentals of grammar, punctuation, and spelling
- use correct form of irregular verbs

* write cursive letters legibly
* identify words with two or more prefixes/suffixes
* follow multi-step directions
* use simple maps, charts, and graphs

FIFTH GRADE

* identify word meaning from context
* summarize a selection
* draw logical conclusions
* make generalizations
* narrow a topic for a specific purpose
* logically sequence writing ideas
* identify parts of a book: preface and copyright page
* locate information in a dictionary and encyclopedia
* use the dictionary's pronunciation key
* use graphic sources: tables, charts, graphs, maps, globes

Language Arts Activities

While it is true that students are required to learn many skills in school, these skills can be reinforced in the home. The following suggestions are offered as a means of helping parents develop their children's language skills:

1. Play listening games to help your children sharpen their listening skills.
2. Teach your children to follow simple directions.
3. Make your children aware of their immediate surroundings by discussing the weather, neighborhood businesses, etc.
4. Provide your children with a wide range of experiences, such as a trip to the zoo, the mall, or a park. Discuss each experience with your children and ask them for a description.

5. Say several action words (i.e., run, jump, clap, hop, etc.) and ask your children to act them out.
6. Teach your children nursery rhymes. Ask your older children to substitute the names of friends and family members for the main characters.
7. Recite a nursery rhyme to your children. Then have them act it out.
8. Always provide your children with the correct names for things.
9. Teach your children riddles.
10. Say a series of words. The words should all rhyme except one. Tell your children to clap when they hear the word that does not rhyme.
11. Read aloud to your children and discuss each story. Be sure to ask specific questions to check for comprehension.

12. Ask your children to draw a picture. Then ask them to tell you about the drawing.
13. Help your children tape-record some of their favorite stories.
14. Play guessing games with your children.
15. Select a beginning sound and have your children cut out magazine pictures that begin with that sound. For example, you might ask your children to draw a moon. Then have them cut out pictures of objects that begin with m (man, milk, marbles, etc.). Ask them to glue these pictures on the moon they drew.
16. Teach/review basic sight words.
17. Make "Opposites" books.
18. Teach rhyming words.

19. Make "Sequence" books.

20. Have your children dictate a story. Then read the story back to them. You may also wish to collect these stories in booklet form.

21. Teach words that begin and end with the same consonant sounds.

22. Take your children on a walk. Have them look for objects that begin with the same sound as their first name.

23. Give your children a copy of an old newspaper. Ask them to look through the headlines and cut out the letters of the alphabet. Then have them put the letters in alphabetical order.

24. Select a comic strip from the newspaper. Cut out each frame from the strip. Then ask your children to place the frames in the correct order again.

25. Help your children understand the concept of synonyms/antonyms.

26. Obtain a library card for your children and visit the library regularly.

27. Encourage your children to write by making writing utensils (pencils, crayons, markers, etc.) and paper readily available.

28. Help your children write their favorite recipes.

29. Encourage your children to write to pen pals.

30. Provide your children with <u>cloze passages</u> to check for reading comprehension skills.

To construct your own cloze exercises:

* Choose a passage from a story. Your children's textbooks are a good source of material.

* Copy the first sentence of the paragraph exactly as it appears in the story.

- Leave a blank for every seventh word in the rest of the passage.
- Ask your children to complete the paragraph by "filling in the blanks" with words which make sense.
- Depending on the age of your children, you may wish to include a list of possible words. For younger children, use picture cards of the words that would correctly complete the sentences.

The following is an example of a cloze passage:

Dinosaurs no longer live on the earth. They died a long, long time _____. American scientists do not know exactly _____ One reason might have been that _____ type of food they ate changed. _____ think the plants changed. The plant-eating _____ could not eat these new plants.

_____ food the huge plant eaters could _____ live. Do you know why this _____ also affect the meat-eating dinosaurs? The _____ dinosaurs needed the plant-eating dinosaurs for _____.

Source:

Holt Science, Third Grade Level, page 95.

MATHEMATICS

The following list identifies some of the basic math skills that students must master in order to be promoted to the next grade level. Parents are encouraged to reinforce mathematical concepts whenever possible.

KINDERGARTEN

* understand number concepts
* place groups of objects in order: greatest to least
* count objects one to ten
* recognize numbers one to ten
* match numbers with groups of objects
* solve story problems orally
* copy/complete patterns

* classify shapes: circle, square, rectangle, triangle
* match two identical shapes
* locate numbers on a number line

FIRST GRADE

* match numbers with sets of objects
* count by twos, fives, and tens to 50
* group objects by tens and ones
* add whole numbers to 10
* subtract whole numbers to 10
* name days, dates, and months on a calendar
* measure weight using a scale
* measure the length of an object using a ruler
* measure temperature with a thermometer
* place numbers in order on the number line

SECOND GRADE

* identify odd and even numbers

* recognize the fraction for a shaded part of a figure or set
* express numbers in expanded notation
* use charts and graphs
* tell time to the hour, half-hour, nearest five minutes
* add 3 two-digit numbers (with carrying)
* subtract two-digit numbers (with borrowing)
* identify cube, sphere, cylinder, triangular and rectangular prisms
* measure weight: ounces, pounds, kilograms
* measure liquids: cups, pints, quarts, liters

THIRD GRADE

* compare numbers using = , > , <
* write the fraction for a shaded portion of a group or figure to tenths
* tell value of a set of coins

* write basic multiplication and division facts to fives
* tell time to nearest five minutes using a.m. and p.m.
* use calendar to find information
* use charts and graphs
* recognize equivalent fractions
* read and write up to four-digit numbers
* express numbers in expanded notation

FOURTH GRADE

* round a number to the nearest 10 or 100
* name place value of a digit in a number up to 5 digits
* identify equivalent fractions
* draw a number line with fractions and decimals
* interpret pictographs, line graphs, and bar graphs
* estimate measurement
* add fractions with like denominators

* subtract fractions with like denominators
* identify properties of 2 and 3-dimensional shapes
* write 100 basic facts: + , - , x , ÷

FIFTH GRADE

* write numbers in expanded form
* round numbers to nearest 10,000
* identify equivalent fractions
* add and subtract decimals
* find area with grids
* read and interpret charts and graphs
* collect and interpret information
* construct a graph
* multiply decimals
* use instruments to measure length, weight, liquid, temperature

Math Activities

The following suggestions are offered as a means of helping parents develop their children's mathematical skills in the home:

1. Maintain a daily calendar in your home on which your children keep track of fun activities.
2. Write a numeral on a piece of paper and ask your children to draw that number of objects (i.e., seven stars).
3. Provide your children with magazines. Ask them to cut out pictures of objects that are circular, triangular, etc.
4. Help each of your children maintain a record of personal information (i.e., date of birth, height, weight, color of eyes and hair).
5. Help your children bake cookies. Then ask them to count the cookies by twos, threes, etc.

6. Provide your children with old newspapers. Have them cut out numbers and sequence them in order.

7. Ask your children to choose three numerals from the telephone dial. Then have them add the numbers. Older children can be asked to multiply two of the numbers.

8. Have your children set a clock to show various times (i.e., 8:00, 1:00, 3:30, 6:30, etc.).

9. Pop popcorn for your children. Then have them divide the popped kernels so that they each receive an equal portion.

10. Provide your children with rulers. Have them measure various objects in your home.

11. Ask your children to count the number of forks and spoons in your home.

12. Place a hat on the floor. Have your children throw pennies at it from a few feet away. Then have them count the number of pennies that actually went into the hat.
13. Take your children shopping with you. Ask them to help you add the prices of several items.
14. Teach your children to follow recipe directions. Help them measure the necessary ingredients. Then ask them to draw a picture illustrating the steps that were followed.
15. Have your younger children find objects that are of a particular color (red, blue, yellow, etc.).
16. Help your children learn how to sort items by having them help you sort the laundry according to dark and light-colored fabrics. Then ask them to sort the laundry into

17. Ask your children to count the number of steps required to go from one room in your home to another.

18. Tell your children to collect and count all of the shoes belonging to members of your household. Then have them divide the shoes into pairs and determine who has the most pairs.

19. Write several number words on slips of paper (i.e., forty-two, thirty-one, seventy-three, etc.). Then ask your children to look through newspapers and magazines to cut out the numerals for these words.

20. Provide your children with a newspaper listing of TV programs. Help them locate television programs that begin at particular times (8:00 a.m.. 11:00 a.m., 12:30 p.m., 3:30 p.m., etc.).

CONCLUSION

Research studies indicate that children are likely to develop positive attitudes toward school when their parents display interest in their school experiences. Therefore, parents are strongly encouraged to set a good example by demonstrating that they understand the value of obtaining a good education. This handbook provided parents with activities which can be completed in the home to reinforce the instruction their children receive in school.

It is of extreme importance that parents recognize the fact that their children need to feel successful. Therefore, the learning materials they provide

21. Teach your children to read a thermometer. Then help them complete a chart to keep track of the temperature on a daily basis.

22. Ask your children to write a daily schedule which indicates the time various activities will take place (i.e., eat breakfast, go to bed, etc.)

23. Provide your children with grocery ads and ask them to cut out ten numerals. Then have them arrange the numerals in order from least to greatest and greatest to least.

24. Ask your children to estimate the number of items in a jar. Then have them count the contents to determine whose estimate was the closest to the correct numer.

25. Have your children add the number of light bulbs in your home to the number of chairs.

26. Provide your children with play money. Help them develop the ability to "make change" by role-playing various situations they may encounter at the store.

27. Make up word problems involving financial transactions. For example, ask your children how much money they would need if they wanted to buy three bananas at 10¢ each.

28. Ask your children to write the numerals that correspond to several number words: nine, twenty, forty, sixty-eight, one hundred and fifty, etc. Remember to choose number words that are geared to the age and developmental level of your children.

29. Plan an outing with your children during summer vacation. Determine a time schedule for specific activities to take place.

30. Obtain a bus schedule for your children and teach them how to read it. Then plan a shopping trip with them and ask them to determine departure and arrival times at specific locations.

CONCLUSION

Research studies indicate that children are likely to develop positive attitudes toward school when their parents display interest in their school experiences. Therefore, parents are strongly encouraged to set a good example by demonstrating that they understand the value of obtaining a good education. This handbook provided parents with activities which can be completed in the home to reinforce the instruction their children receive in school.

It is of extreme importance that parents recognize the fact that their children need to feel successful. Therefore, the learning materials they provide

in their home should be at the children's instructional level. This is especially true of books, which should reflect the children's particular reading ability. The development of reading skills should be emphasized at all levels, because reading problems may signal difficulty in other subject areas. For example, to solve word problems in math, children must be able to read the problems. It is also important to keep in mind that research studies indicate that successful readers are also successful students in school.

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[THE KINDERGARTEN CURRICULUM GUIDE AND PRIMARY PROJECT.]

THE KINDERGARTEN CURRICULUM GUIDE

PS 016709

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PARENT INVOLVEMENT

For many parents and their children kindergarten provides the first formal experience with school. Parents need to be informed of requirements, expectations, policies and procedures, and special events. If they are encouraged to participate in the classroom and at home in the learning activities of their children, then there is a greater potential for successful achievement.

Parent communication and involvement may take place through:

- -- telephone calls
- -- a parent information handbook
- -- weekly or monthly newsletters
- -- daily, weekly, or monthly homework assignments
- -- letters giving specific suggestions for skill review
- -- conferences
- -- progress reports
- -- a parent volunteer program

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PARENT INFORMATION HANDBOOK

A handbook prepared in time to be distributed during the first week of school serves to answer many questions and can be very helpful to parents and teachers. Extra copies should be made available to parents of children who enroll later in the year.

Suggested information to include:

-- arrival and departure times and places
-- list of needed supplies
-- request that belongings be labeled
-- snack policy and cost (if applicable)
-- sharing/"Show and Tell" policy
-- clothing suggestions for classroom and physical education
-- holiday, party, and birthday procedures
-- policy for late arrival, early departure, excuse notes, etc.
-- list of things to save for art projects, etc.
-- request for volunteer assistance
-- summary of topics and skills
-- daily schedules, classroom routines, and procedures
-- description of reading, math, and Primary Project
-- topics and themes in science, social studies, and health
-- Continuous Stroke Alphabet (PGIN 7690-0838)
-- homework policy

A Summary of the Topics and Skills Presented in the **Kindergarten** Instructional Program

Note: The topics and skills presented in this summary are those which form the basis for the instructional program for the typical student at the grade level. Due to individual differences in student achievement, some students may not cover all topics and skills designated for a specific grade level, while others may go beyond those stated for that grade level.

Reading Readiness

Skills:
- Recognizing own name in print
- Identifying shapes and colors
- Recognizing and reproducing patterns (e.g., with beads, shapes, letters)
- Grouping objects which are alike in some way (e.g., color, size, use)
- Identifying objects which are different from others in a group
- Selecting and looking at books
- Identifying likenesses and differences in letters and words
- Identifying differences in sounds (e.g., words that begin alike; words that rhyme)
- Associating letters with their corresponding sounds
- Identifying letter names

Mathematics

Skills:
- Comparing objects
- Comparing objects by number
- Preparing for addition and subtraction
- Identifying ordinal numbers
- Learning to count 0-10
- Identifying geometric shapes
- Recognizing halves
- Using pennies, nickels and dimes to study money

Science

Even Years

Topics:
- Force and Motion
- Changes in Matter
- Comparing Living Things

Odd Years
- Properties of Matter
- Differences in Environments
- Growth

Skills:
- Observing
- Manipulating
- Identifying

Music

Topics:
- Rhythm: beat, tempo, accent, beat groupings, quarter and eighth notes
- Melody: high-low, melodic contour, intervals

Skills:
- Perceiving features of melody and rhythm
- Moving to music
- Singing
- Playing instruments

Language Arts

Skills:
- Listening and following directions given in one-to-one situation
- Following directions given in group situation
- Recognizing these directional concepts: on-in, over-under, beside-behind, inside-outside, first-last
- Listening to a story, friend or topic of interest
- Recalling events, experiences or information
- Using correct names for everyday objects
- Communicating clearly (using appropriate words and a variety of sentence structures)
- Asking questions
- Expressing ideas and experiences
- Creating a story from pictures and/or experience
- Printing own name from memory
- Beginning to form letters

Social Studies

Major Topic: Learning with others
- How to Play and Work With Others
- Our Unique Characteristics
- How to Help Ourselves

Skills:
- Obtaining facts from pictures
- Obtaining information from resource persons
- Working in groups

Physical Education

Topics:
- Basic manipulative and motor-movement skills
- Games
- Stunts and tumbling
- Rhythms/dance

Skills:

Catching	Walking	Leaping
Throwing	Hopping	Sliding
Bouncing	Skipping	Galloping
Rolling	Jumping	Balancing

- Body movements in place such as stretching and bending

Art

Topics:
- Introduction to elements of design (e.g., line, shape, form) in activities such as constructing, drawing and sketching, modeling and carving, painting and stenciling, sculpting, weaving and stitchery.

Skills:
- Measuring, cutting, shaping and gluing into form using paper and cardboard
- Forming designs with clay
- Applying paint to paper, cardboard and cloth
- Using finger and powder paints
- Using paper and string in design activities

Health Education

Skills:
- Describing a cooperative family unit
- Identifying beneficial foods and medicines
- Comparing the growth of living things
- Identifying good health habits
- Stating good safety habits
- Identifying a healthful environment

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March 1984

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
★ means bring your homework paper to school the next day.		Please return April 2. I have worked with my child on these activities. _____ signature		1 Tell your family the story of "The Three Billy Goats Gruff." Try to put the story parts in the right order.	2 Sing BINGO for your family. Did you remember all the letters?	3 Rice Krispy Treats: ½ C. butter, 40 marshmallows } melt and cook 3 min. Add 5 cups Rice Krispies and mix. Press into buttered pan.
4 Practice galloping today. You may gallop with music or without music.	5 Look for D and d in a magazine. Cut out 3 of each and glue them in your dog book. Bring it Wednesday.	6 ★ Cut out a picture of something which begins with the same sound as dog. Glue it in your dog book.	7 ★ Tell 5 words which begin with the sound of d. Ask a grown-up to print the words. Draw a circle around (d).	8 ★ It's d week! Draw a dozen donuts.	9 Review the days of the week. Today is.... Tomorrow will be... Yesterday was....	10 Play "Duck, Duck, Goose" with some friends.
11 It's March! March to some music today.	12 Look for C and c in a magazine. Cut out 3 of each and glue them in your cat book. Bring it Wednesday.	13 ★ Cut out a picture of something which begins with the same sound as cat. Glue it in your cat book.	14 ★ Tell 5 words which begin with the sound of c. Ask a grown-up to print the words. Draw a circle around (c).	15 ★ Color a picture of a calico cat.	16 Help to cook something for C. Try cupcakes or corn or carrots or cookies.	17 Ask for help coloring something green with food coloring. Try milk or pudding or mashed potatoes. Have fun!
18 Take a walk outside if it is nice weather. Look for buds on tree branches	19 Look for K and k in a magazine. Cut out 3 of each and glue them in your kite book. Bring it Wednesday.	20 ★ Cut out a picture of something which begins with the same sound as kite. Glue it in your kite book. Tell what season it is.	21 ★ Tell 5 words which begin with the sound of k. Ask a grown-up to print the words. Draw a circle around (k).	22 ★ Cut out the prettiest spring picture you can find in a magazine or newspaper. Bring it to school	23 Write the letters you have learned on a grown-up person's back and have him guess. You take a turn guessing.	24 If it is nice weather, practice bouncing, catching, and throwing a ball with a friend or a grown-up
25 Take a walk outside if it is nice weather. Look for spring flowers. If you see some, learn their names.	26 Look for W and w in a magazine. Cut out 3 of each and glue them in your wagon book. Bring it Wednesday	27 ★ Cut out a picture of something which begins with the same sound as wagon. Glue it in your wagon book.	28 ★ Tell 5 words which begin with the sound of w. Ask a grown-up to print the words. Draw a circle around (w).	29 Count the windows in your house. How many did you count? _____	30 Tell a grown-up the names, key words and sounds of the letters we have learned. There are 19.	31 Learn the name of the new month which begins tomorrow. Be ready to tell at school on Monday.

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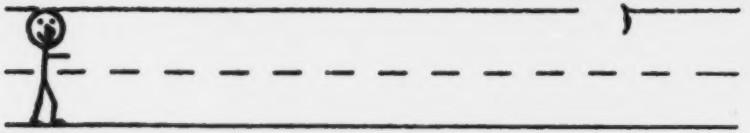

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

I worked with my child on these homework activities.

64

464

798

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TIPS FOR TEACHERS

1. Don't be reluctant to involve parents in your program. The more they participate, the easier it is for you and them; and, of course, the better it is for the children.
2. Encourage parents to view their own child objectively as a member of the total group and not to be upset by some behavior (especially when they first begin). It's a new experience for the child to have mother (or father) in the classroom. It takes time for everyone to get used to this situation.
3. Begin gradually giving the volunteer one or two instructional assisting, supervisory, or housekeeping opportunities for involvement. Don't overwhelm him/her with too many tasks at once. Increase the responsibilities as he/she becomes more confident.
4. If volunteers are tutoring small groups, remember to give them opportunities to work with a variety of learning levels.
5. Be sure to set aside time when you can talk with the parent volunteers about what they have done. Get feedback about the children with whom they have worked.
6. Plan ahead for your parent volunteers--especially in the early stages. Be sure you communicate your plans and directions explicitly.
7. Encourage parent volunteers to come in on a <u>regular schedule</u>. The effectiveness of volunteers is minimized if you cannot plan for them on a regular basis.
8. Discuss your program and the reasons for your activities. Parent volunteers often become the most outspoken advocates for early childhood education.
9. Use the individual strengths of each parent. Some parents work better in some ways than in others.
10. Volunteers don't have to be parents. Grandpas, aunts, interested citizens in the community--many are just waiting to be asked!
11. Remember that it's important to give much support and praise!

HOMEWORK AND SPECIAL EVENTS CALENDAR IDEAS

Try to include activities from all content and other areas which will correlate with units of study that month.

Motor: Practice galloping today. (Also: marching, hopping, catching, bouncing, throwing, skipping, jumping jacks)

Walk on your tiptoes, on your heels, on the outside edges of your feet, on the inside edges of your feet.

Practice zipping, buttoning, or snapping your winter coat.

Practice tying your shoes.

Play "Duck, Duck, Goose" with some friends.

Play "Simon Says" with a grownup.

Trace your left hand and color it green. Trace your right hand and color it red. (Trace left and right feet.)

Hop two (2) times on your right foot. Cover your right eye. Put your right elbow on your right knee.

Put your left hand on your right elbow. Touch your right ear with your left hand, etc.

Math: Count the rooms (windows, doors, etc.) in your house.

Count the tables in your house. Count the chairs in your house. Are there more tables or more chairs? (Fewer?)

Find five (5) things in your house that are a circle shape. Also find square, triangular, and rectangular shapes.

Repeat this pattern three (3) times: □○△, ---, ---.

Help to set the table. Count the plates. Match a fork to each plate.

Who is the youngest in your family? The oldest? The shortest? The tallest?

Show a grownup the top, middle, and bottom shelves in a cupboard.

Line your shoes up. Show a grownup which shoe is first, which is next, which is last (or first, second, third, etc.). Be sure to put your shoes away!

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HOMEWORK AND SPECIAL EVENTS CALENDAR IDEAS (Continued)

Reading/Language:

Visit the public library and check out some books. (Good for Saturday.)

Ask a grownup to read you a story today.

Teach a grownup a fingerplay you have learned (Five Little Jack-o-Lanterns, etc.).

Tell the story about "The Three Bears." Be sure to tell the story parts in the right order.

Letters and Sounds:

Look for A and a in a magazine. Cut out two (2) (or more) of each and glue them in your homework book (or on a piece of paper).

Cut out a picture of something which begins with the same sound as apple. Glue it in your homework book (paper).

Tell five (5) words which begin with the sound of a. Ask a grownup to print the words. Draw a circle around (a).

Bring something to school for the a sound table.

(ACTIVITIES CAN BE REPEATED AS NEW LETTERS ARE INTRODUCED.)

Science:

Take a walk outside. Look for buds (new leaves) on tree branches. (Also, signs of fall or spring or winter: geese flying south, robins, spring flowers, etc.)

Draw a fall (winter, spring, or summer) picture. Show how you would dress for the weather and some things you would see.

Ask a grownup to help you add food coloring to water. Try mixing blue and yellow, red and yellow, etc.

Health/Safety:

On a traffic light, tell what color means "go," "stop," "slow."

Tell the special emergency phone number and when to use it.

Show how to "stop, drop, and roll."

Tell why children should not play with matches.

Practice a family fire drill.

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HOMEWORK AND SPECIAL EVENTS CALENDAR IDEAS (Continued)

Health/Safety: (Continued) Help a grownup put your Mr. Yuk stickers on dangerous poisons or cleaning supplies. Are they out of the reach of little children?

Tell the rules you learned today about taking medicine.

Tell what you have learned about walking home safely.

Holidays: Tell what you learned today about Christopher Columbus (Abraham Lincoln, George Washington, Dr. Martin Luther King, Jr., etc.).

Music: Sing ♫BINGO♫ (or any other song you are teaching).

Miscellaneous: Think of something kind to do for someone today ☺. Clean your room today without being reminded ☺. Ask what you may do to help at home today ☺. Have you hugged your parents today ☺ ?

Last Day of Month: Learn the name of the new month which begins tomorrow. Be ready to tell at school.

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LETTERS TO PARENTS

The letters on the following pages provide ideas for home activities which will give extra practice in the ten (10) skill areas of Ready Steps as well as visual skills. The letters can be duplicated as they are, or the ideas can be incorporated with ideas from other content areas. They may be appropriate for the entire class, a single group, or individual children.

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Dear Parents/Guardians:

We are working on listening skills at school. These are some activities that you can do at home to improve your child's listening. Please remember to tell your child how well he/she did when you are finished.

1. Have your child listen to and name different sounds around the house. Have your child close his/her eyes while you make such sounds as beating a spoon on a pan, running the vacuum cleaner, running water, bouncing a ball, etc. Have him/her locate and make the sound.

2. When reading to your child, have him/her supply sounds for certain parts of a story. For example: every time the word pig is mentioned in The Three Little Pigs, have your child make a pig sound. For stories which often repeat certain words, have your child listen for the chosen word and clap his/her hands when he/she hears it. Many of the Dr. Seuss books have repeated words.

3. Teach your child a new song.

Thank you for your cooperation.

Sincerely yours,

No. 1: Auditory Discrimination

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Dear Parents/Guardians:

We are working on the words: in, on, under, above, same, different, first, next, last, beside, between, and in front of. Here are some activities that you can do at home to improve your child's ability to use these words. Please remember to always tell your child how well he/she did when you are finished.

1. Use any available box and have your child put a toy or object in, on, under, above, beside, and in front of it. Ask your child to tell you the location of the toy or object.

2. Use any kind of creative toy, such as: Tinker Toys, building blocks, Legos, Bristle Blocks, Lincoln Logs, etc. Ask your child to find all the pieces that are the same. Arrange a row of pieces with one object which is different than the others. Ask your child to find the different piece. You can also ask your child to locate the different item using the word between.

3. Check your child's ability to use the words: first, next, and last while at play. Ask your child to arrange blocks, dolls, cars, etc. in a row and have him/her identify the first, next, and last item. In the kitchen you can also develop these words. Stress the first, next, and last steps of a recipe.

Thank you for your cooperation.

Sincerely yours,

Dear Parents/Guardians:

We are working on following directions in school. Here are some activities that you can do at home to help your child follow directions well:

1. Ask your child to carry out the following one-part direction. Have him/her tell you what you said to do first, and then do it. Say, "Put your finger on your nose. What did I just say? (Child repeats it.) Okay, now do it."

2. Ask your child to carry out the following two-part direction. Ask him/her to tell you what you said to do before he/she does it. Then, have the child do it. Say, "Hop one time and then close your eyes. What did I just say? (Child tells you.) Okay, now do it."

3. Ask your child to carry out this three-part direction. This time don't ask him/her to say it back to you and see if he/she can do it. Say, "Stamp your foot, then raise one hand, and then say 'the end.'"

Remember, if the child has trouble with the direction, you can help him/her. You can repeat the direction, and you can show him/her or do it along with the child.

Please remember to tell your child how well he/she did when you are finished. Thank you for your cooperation.

Sincerely yours,

BEST COPY AVAILABLE

Dear Parents/Guardians:

We are working on listening in school. Here are some activities that you can do at home to improve your child's listening. Remember to always tell your child how well he/she did when you are finished.

1. Read a story your child knows well, such as: Little Red Riding Hood, and leave out parts for your child to fill in. You might say: "Little Red Riding Hood was on her way to Grandma's _____. She was walking through the _____. Then, she heard the voice of the Big Bad _____!"

2. Read a story to your child. Ask the following questions when you have finished:

   a. Who was your favorite character? Why?
   b. Who was the character you didn't like? Why?
   c. Do you think this story could really happen?
   d. What happened first, what happened next, and what happened last?

3. Let your child tell you his/her favorite story.

4. Watch the TV weather report with your child. Have your child tell you how warm or cold it will be.

5. Take your child to the library.

Thank you for your cooperation.

Sincerely yours,

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Dear Parents/Guardians:

We are learning to remember the order in which things occur. Here are some activities that you can do at home to help your child strengthen this skill:

1. Tell your child the three steps to making toast. See if your child can follow the directions by making buttered toast for you.

2. When you get home from the store, have your child tell you, in order, two or three things which he/she saw on the way home.

3. Take a simple Sunday comic strip, such as: "Peanuts;" read it to your child. Have your child tell you what happened first, second, and third in the comic strip.

Please remember to tell your child how well he/she did when you are finished. Thank you for your cooperation.

Sincerely yours,

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Dear Parents/Guardians:

We are working on language skills at school. Ask your child questions that require answers of more than one word. The following are some activities which you can do at home to improve your child's listening and speaking skills:

1. Point to the following household items: pot, spoon, broom, mixer, bathtub, window, trash can, stove, can opener, lamp, chair, etc. Have your child tell you how you use these household items.

2. Make popcorn or instant pudding with your child. As you follow the recipe, have your child describe each step to you. This activity can be done with any simple food.

3. When you take your child to the store, ask him/her to tell you about two (2) new things he/she has found there.

Please remember to tell your child how well he/she did when you are finished. Thank you for your cooperation.

Sincerely yours,

No. 6: Oral Language Development

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Dear Parents/Guardians:

We are working on vocabulary skills at school. Here are some activities that you can do at home to help your child:

1. The next time you are in the kitchen with your child, ask him/her to name things in the room (sink, refrigerator, stove, spoon, pan, cup, sugar, cooking utensils, etc.).

2. Ask your child to tell you the things needed to make a peanut butter and jelly sandwich. If you have time, write the directions together and read them.

3. Ask your child to tell you the things needed to wash the dishes.

4. Think of other things.

Please remember to tell your child how well he/she did when you are finished. Thank you for your cooperation.

Sincerely yours,

No. 7: General Vocabulary

Dear Parents/Guardians:

We are learning to put things that are the same into groups. Here are some activities that you can do at home which will help your child:

1. Use two (2) spoons and one (1) fork. Ask your child to tell you which are the same. When he/she picks out the spoons, ask the child how they are the same. If your child doesn't understand what is to be done, do it with your child and explain as you do it. Then, ask him/her to do it alone. This can be done with any three (3) objects where two (2) are the same and the other is different.
2. Work with your child in the living room. Ask him/her to tell you all the things in the room on which you can sit. Then, ask him/her to tell you all the things upon which you can set things.
3. In the grocery store ask your child to point to any of the following:
   a. "Little" or "short" cans
   b. "Tall" or "big" boxes
   c. Things that are green
   d. Things that are sweet
   e. Things that a dog or cat would like

Please always remember to tell your child how well he/she did when you are finished. Thank you for your cooperation.

Sincerely yours,

Dear Parents/Guardians:

We are working on sentence completion. Here are some activities that you can do at home to improve your child's speaking skills:

1. Play a riddle game. Say, "I am thinking of something in this room that has four (4) legs. You can sit on it. What is it?" Also: "I am thinking of something that has four (4) legs. It says 'Meow.' What is it?" Encourage your child to make up riddles, too.

2. Read a familiar story. Encourage your child to add a missing word. For example: "Once upon a time, there were three (3) __(bears)__. They lived in a __(house)__ in the woods." Complete the story in the same way.

3. Play a "Finish the Sentence" game. For example: "I lock the door with a __(key)__." "In the morning we eat __(breakfast)__."

Have fun with your child and always remember to tell him/her how well he/she did when you are finished. Thank you for your co-operation.

Sincerely yours,

No. 9: Using Oral Context

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Dear Parents/Guardians:

We are learning matching in school. Here are some activities that you can do at home with your child:

1. Have your child sort your knives, forks, spoons, and/or dishes before putting them away.

2. When you do the laundry, have your child match the socks.

3. Give your child a page from a newspaper, junk mail, or a catalog. Draw a circle around any <u>one</u> (1) letter. Have the child find as many matching letters on that page as he/she can.

Please remember to tell your child how well he/she did. Thank you for your cooperation.

Sincerely yours,

No. 10: Letter Form Discrimination

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Dear Parents/Guardians:

We are working on visual discrimination skills at school. Visual discrimination skills involve the child recognizing similarities and differences of objects, pictures, shapes, puzzle pieces, etc. These are some activities that you can do at home to help your child:

1. Save your large cereal or cookie boxes. Cut out the front piece and cut into large puzzle pieces. Have your child do the puzzle.

2. Have your child match any objects in the house. Kitchen utensils could be used; buttons, pictures, etc.

3. Have your child group collections of things, such as: buttons into sets according to size, texture, or shape, etc.

4. Have your child name things that they can see in a room.

Please remember to tell your child how well he/she did when you are finished. Thank you for your cooperation.

Sincerely yours,

Dear Parents/Guardians:

We are working on visual memory skills at school. The following is a game that you can play at home to help your child develop a good visual memory:

CONCENTRATION

Have two identical sets of playing cards (start with the ace through five (5) and gradually build more cards into the game). Have cards face up so your child can identify them. Turn cards over and have your children take turns trying to select matching pairs of cards.

Please remember to tell your child how well he/she did when you are finished playing the game. Thank you for your cooperation.

Sincerely yours,

Dear Parents/Guardians:

We are working on visual motor skills at school. These are some activities that you can do to help your child improve these skills:

1. Provide pieces of paper and encourage your child to fold, cut, tear, and wad the paper.

2. Encourage your child to draw some circles, squares, triangles, and original shapes. Have your child color them, cut them out, and glue them together in a design.

Please remember to tell your child how well he/she did. Thank you for your cooperation.

Sincerely yours,

CONFERENCES

At least one conference is required during the school year. However, when the need for a conference arises from either the parents or a teacher, one should be held. Communication over the telephone, a daily/weekly note system, or even a home visit are encouraged for close home/school cooperation.

A Suggested Checklist for a Good Conference

1. Make careful preparation.
2. Insure privacy.
3. Have an informal setting.
4. Set a time limit.
5. Have a folder of dated sample work.
6. Establish rapport.
7. Begin on a positive note.
8. Encourage the parents to talk.
9. Listen attentively.
10. Develop an attitude of mutual cooperation.
11. Encourage suggestions from parents.
12. Use parents' practical suggestions as a springboard for action.
13. Summarize points covered.
14. Make notes after parents leave.
15. Be informed about school purposes, methods, and policies.

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS, MARYLAND

Kindergarten Pupil Progress Report

Pupil _____ Teacher _____ School _____ Year _____

TO THE PARENTS: This is a description of your child's development in three important areas of growth. It is important to remember that individual children grow at their own rate and cannot be hurried in this growth. We do not expect that a child will have developed fully in all the areas listed here by the end of the kindergarten year. The best incentive for children to continue to grow is for them to feel successful at each stage of their development.

CODE: Y – Yes N – No P – Progressing NA – Not yet introduced

Jan.	June	
		PHYSICAL GROWTH: Your child
____	____	1. Takes care of personal needs.
____	____	2. Demonstrates large muscle skills (throwing, hopping, balancing).
____	____	3. Demonstrates small muscle skills (buttoning, zipping, cutting).
____	____	4. Traces shapes, patterns, etc.
____	____	5. Copies shapes, patterns, etc.
____	____	6. Sits or relaxes quietly while listening or working on a task.
____	____	7. Completes puzzles of 2 to 10 pieces.
____	____	8. Completes puzzles of more than 10 pieces.
		SOCIAL AND EMOTIONAL GROWTH: Your child
____	____	1. Works and plays well with other children in one-to-one or small group situations.
____	____	2. Works and plays well in large groups.
____	____	3. Seeks and accepts help when needed.
____	____	4. Waits for turn and for teacher's attention.
____	____	5. Works alone for a period of time.
____	____	6. Chooses and completes an independent activity.
____	____	7. Takes care of and puts away materials he/she uses.
____	____	8. Cooperates in class routines and follows rules.
		LANGUAGE AND THINKING SKILLS: Your child
____	____	1. Recognizes his/her name in print.
____	____	2. Prints name from memory.
____	____	3. Identifies three or more shapes.
____	____	4. Identifies eight or more colors.
____	____	5. Recognizes and reproduces a pattern (beads, shapes, letters).
____	____	6. Knows these directional concepts: on-in, over-under, beside-behind, inside-outside, first-last.
____	____	7. Groups objects which are alike in some way (color, size, use).

Jan.	June	
____	____	8. Identifies objects which are different from others in a group.
____	____	9. Counts orally from 1 to 10.
____	____	10. Counts objects from 1 to 10.
____	____	11. Recognizes numerals from 1 to 10.
____	____	12. Draws a recognizable person.
____	____	13. Listens and follows directions given in a one-to-one situation.
____	____	14. Follows one-step directions given in group situations.
____	____	15. Follows directions of two or more steps given in group situations.
____	____	16. Listens to a story, friend or topic of interest.
____	____	17. Recalls events, experiences, or information immediately,
____	____	18. and from the past.
____	____	19. Uses correct names for everyday objects.
____	____	20. Communicates clearly (appropriate use of words, variety of sentence structures.)
____	____	21. Asks questions.
____	____	22. Expresses ideas and experiences.
____	____	23. Creates a story from pictures and/or experience.
____	____	24. Selects and looks at books.
____	____	25. Identifies likenesses and differences in letters, words.
____	____	26. Names some letters.
____	____	27. Identifies gross differences in sound (dog's bark, cat's meow).
		28. Identifies fine differences in sound:
____	____	• words which begin alike (cab, car),
____	____	• words which rhyme (boy, toy).
____	____	29. Associates some letters with their corresponding sounds.
____	____	30. Identifies some words.
____	____	31. Works out solutions to many kinds of situations on his/her own.
____	____	32. Uses imagination and creativity in classroom activities.

COMMENTS (January)

COMMENTS: (June)

Attendance (end of Year)
Days absent ____
Days tardy ____
Days present ____

Conference
Date _____
_____ Parent's Signature

Placement (end of year) Your child has been assigned to _____ for the coming year.

_____ Teacher _____ Principal

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TIPS FOR TEACHERS

1. Don't be reluctant to involve parents in your program. The more they participate, the easier it is for you and them; and, of course, the better it is for the children.
2. Encourage parents to view their own child objectively as a member of the total group and not to be upset by some behavior (especially when they first begin). It's a new experience for the child to have mother (or father) in the classroom. It takes time for everyone to get used to this situation.
3. Begin gradually giving the volunteer one or two instructional assisting, supervisory, or housekeeping opportunities for involvement. Don't overwhelm him/her with too many tasks at once. Increase the responsibilities as he/she becomes more confident.
4. If volunteers are tutoring small groups, remember to give them opportunities to work with a variety of learning levels.
5. Be sure to set aside time when you can talk with the parent volunteers about what they have done. Get feedback about the children with whom they have worked.
6. Plan ahead for your parent volunteers--especially in the early stages. Be sure you communicate your plans and directions explicitly.
7. Encourage parent volunteers to come in on a <u>regular schedule</u>. The effectiveness of volunteers is minimized if you cannot plan for them on a regular basis.
8. Discuss your program and the reasons for your activities. Parent volunteers often become the most outspoken advocates for early childhood education.
9. Use the individual strengths of each parent. Some parents work better in some ways than in others.
10. Volunteers don't have to be parents. Grandpas, aunts, interested citizens in the community--many are just waiting to be asked!
11. Remember that it's important to give much support and praise!

SUGGESTED WAYS TO INVOLVE PARENT VOLUNTEERS

1. Sharing talents, hobbies, interests, and skills with children.
2. Preparing instructional materials.
3. Helping a small group practice a skill.
4. Tutoring individual children.
5. Helping students catch up after absences.
6. Reading and storytelling.
7. Assisting students at centers.
8. Playing learning games with small groups.
9. Supervising a small-group activity: cooking, art, etc.
10. Taking slides/pictures of children at school and on trips.
11. Obtaining special materials for science or other projects.
12. Helping children with their clothing.
13. Helping in preparation of assembly programs.
14. Setting up special classroom exhibits.
15. Helping supervise students on field trips.
16. Mixing paints, cleaning up, etc.
17. Managing classroom libraries.
18. Maintaining folders of representative work for each student.

Learning Activities Parents Can do with their Children

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

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ARIZONA DEPARTMENT OF EDUCATION
C. Diane Bishop, Superintendent
September 1989

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"Real partnership comes when parent and teacher recognize that each has a role, vital but different, and that together they can accomplish more than just twice as much. They give the child the security of feeling that these important people in his life are pulling together."

Alice V. Keliher

Pointers for Parents of Kindergarten Children

Before the school year begins:

Prepare your child for kindergarten throughout the summer, before he starts.

1. Talk with your child about what kindergarten is going to be like.
2. If possible, take your child to visit his teacher and school before he starts.
3. Take your child to buy supplies that he will need for kindergarten. Most teachers will provide a list of supplies that will be needed, such as crayons and glue. (These supplies could be given to him by his teacher if parents forget to get them. But it is very important to the child's feelings of security to use things at school that he can identify as his own.)
4. Another preparation that is very important, especially for children living out in the country, is to know your child's school bus number and the driver. This will help to ease your child's biggest fear of getting home safely.

If you plan to drive your child to school, your leaving him the first day can make him uncomfortable, especially children who have not been in day care or nursery school. Leaving your child in the care of his teacher as quickly as possible will make the transition much easier. After about three to four weeks into the school year, most children will be adjusted to the school routine and parents are encouraged to visit often.

As the school year progresses:

Your child will bring home papers and art projects he has done. There are some things to remember:

1. Show a real interest in his work.
2. Make comments and give plenty of praise.
3. Make a special box or drawer for his work, or post it on the refrigerator or other place, and keep it through the year.
4. Don't make fun of the work.
5. Don't let other children ridicule his work.
6. Don't just glance at his work, then throw it in the trash.

Practicing these "do's and don't's" will help your child to have a feeling of confidence and security in his abilities. He will take pride in his work and strive to do his best.

By taking an interest in your child's work and by keeping in touch with his teacher, you will know how well your child is progressing though the year. You will be aware of any problems your child might have.

One way to help your child at home might be to take 10-15 minutes each night and go over areas he has covered in school, especially problem areas. For example, you might make flashcards of the alphabet and play a game with your child. How quickly can he learn to say the letters with just one look? How many letters can be removed from the stack because your child really knows them?

Some basic areas to be covered in kindergarten are:

Recognizing colors and color words; visual discrimination of shapes, sizes, likenesses, and differences; recognizing numbers and number words to ten; identifying initial consonant sounds; identifying rhyming words; and writing the alphabet and numerals.

A child's day in kindergarten might include:

Math and reading readiness activities; music; art; social studies, covering such areas as awareness of self, families, and others around us; safety awareness; and awareness of holidays; physical education; lunch; rest time; and science, in areas such as awareness of animals, plants, weather and the world around us.

With your help and cooperation with the kindergarten teacher and school, your child will have a successful first school year and will develop a love for and appreciation of school. (Alabama Community Education, 1984)

FORTY-ONE THINGS SCHOOLS EXPECT CHILDREN TO DO BEFORE THEY ENTER FIRST GRADE

1. Know complete name and be able to print at least his/her first name.
2. Know home address and parents' name.
3. Be able to count to 10 or 20; recognize numbers 1 to 5; have some idea of the numbers 1 to 5.
4. Have knowledge of left and right.
5. Be able to tell or make up a story of a few sentences.
6. Know the 8 colors.
7. Know a circle, a square, and perhaps a triangle.
8. Have had experiences with coins so that he can recognize a penny, nickel, dime or quarter.
9. Know birth day and present age.
10. Know how to do some handwork such as cut, paste, color and paint.
11. Know the names of the days of the week.
12. Know the meaning of "est" words (largest, smallest, highest, etc.).
13. Know opposites (winter-summer, full-empty, hot-cold, up-down, in-out, etc.).
14. Be able to listen to another child or an adult for at least a minute without interrupting; be able to listen (hear and attend) to directions; be able to follow the action of a story being told or read to him/her.
15. Be able to make up a story (a few sentences) from a picture.
16. Be able to take part in discussions by attending (listening attentively) to the speaker and the subject of discussion; by adding to or offering suggestions; by demonstrating suggestions; or by bringing relevant illustrative materials.
17. Know 15 or 20 Mother Goose rhymes.
18. Be able to distinguish sounds, low and high, loud and soft, far and near, etc.

19. Be reasonably healthy - sees well and hears well.

20. Dress and undress self. Attends to his/her toilet independently.

21. Be able to throw a ball, skip, run, and jump, handle crayons, scissors, etc. with ease for his age.

22. Be learning to express self in an acceptable manner.

23. Be able to adjust to strange places and people without becoming upset if properly prepared before hand.

24. Pretend to read and write if he sees others doing it.

25. Try to solve own personal problems.

26. Be interested in and receptive to new ideas and experiences within limits for his/her age.

27. Usually try new tasks readily unless conditioned against them by previous unsuccessful attempts.

28. Execute small duties in a responsible manner.

29. Enter group play voluntarily and play with minimum difficulty.

30. Accept authority easily when he understands.

31. Prefer children for company rather than adults.

32. Usually be happy and cheerful.

33. Be cooperative and eager to learn.

34. Develop an attention span of up to five or more minutes without interrupting.

35. Have the ability to complete a task suitable to his age.

36. Be able to share adult attention with others the same age.

37. Carry out simple directions.

38. Group related objects such as food, animals, clothing, etc.

39. Be able to interpret pictures.

40. Ask questions or display curiosity about letters, numbers and words.

41. Express self with a rapidly increasing vocabulary, adding as many as one or several new words to his list each day.

FUN FOR THE WHOLE FAMILY!

YOU CAN HELP YOUR CHILDREN LEARN TO READ!

1. Read to your child from a very early age. Make it a pleasant experience.

2. Read yourself and share what you read. Create a family reading hour.

3. Listen to your child read. Discuss what has been read.

4. Encourage your child to talk and really listen.

5. Give your child books for gifts on birthdays, etc. Join a book club on his level. Establish a shelf for child to keep books. Encourage a card file for books child has read.

6. Subscribe to a daily newspaper and magazines. Read articles aloud and discuss.

   Encourage your child to establish this habit as soon as possible.

   Encourage the clipping of ads, pictures, letters, etc.

7. Join and use your public and school libraries. Secure a card for your child and let him choose the books he wants to read. Show child value of books, point out how books can answer questions for the child.

8. Medicine-cabinet reading - concentrate on reading labels on bottles, boxes, jars and tubes found in the bathroom.

   Use only those that are not dangerous and poisonous with small children. This will also aid in teaching that no drug is put into the body without parental instructions.

9. Reading in the kitchen - read the labels on cans, boxes, etc. This teaches the names of contents and can lead to the reading of menus and measurements of contents used in preparing recipes.

10. Reading pertaining to hobbies - reading record covers, cards of sports figures, instructions for playing games, construction of models, etc.

11. Reading signs when traveling - reading and playing games of locating license plates from certain locations, reading directions and road maps.

12. Reading charts placed on strategic places throughout the home and changed periodically might include:

    a. Inside bathroom door - large chart of a poem that child will learn effortlessly when he spends time in the bathroom.

    b. Vocabulary list of new words the family has been discussing in the news be placed on inside of the bathroom door.

    c. Schedules and notes placed on refrigerator door. For the young child a simple picture can be substituted for a word he may not be able to read in the sentences.

d. Schedules for study, quiet time, baths, meals, etc., can be placed on bulletin board and child encouraged to read and follow.

13. Hang up a chalkboard on which to write messges. Have a family bulletin board, too, and occasionally pin up cartoons and short magazine articles you think your child will enjoy. (Kelley, n.d.)

FOUR MINUTE FUN

The following activities can be done in just four minutes a day in an informal parent-child learning experience. No advance preparation is needed; no additional materials are required. These activities can be done anytime, anyplace - at home or in the car, at breakfast or dinner - whenever you have a few spare moments.

"Yummy Alphabet"

Think of all the delicious things there are to eat. Besides my favorites and your favorites, there are other things people dearly love to eat. Directions: Parent and child take turns, each naming a delicious edible for every letter of the alphabet. Use your imagination for those difficult letters.

"Long or Short Vowel Sounds."

Directions: Parent and child take turns, each telling one word that has the same vowel sound as the example given.

1. The long sound of "A: as in the word "cake."
2. The short sound of "E" as in the word "pet."
3. The short sound of "I" as in the word "pin."
4. The long sound of "U" as in the word "tune."
5. The long sound of "O" as in the word "boat."
6. The short sound of "A" as in the word "bat."
7. The short sound of "U" as in the word "but."
8. The long sound of "E" as in the word "keep."
9. The short sound of "O" as in the word "hot."
10. The long sound of "I" as in the word "kite."

"Alphabetical Boys."

Directions: Parent and child take turns, each giving the name of a boy as you start with the letter "A" and continue through the alphabet to the letter "Z". (For which letter of the alphabet can you think of the most names?)

"Alphabetical Girls."

Directions: Parent and child take turns, each giving the name of a girl as you start with the letter "A" and continue through the alphabet to the letter "Z".

"Words that Rhyme."

Directions: Parent and child take turns, each giving one word that rhymes with the following words.

1.	barge	7.	fuse	13.	jewel
2.	seated	8.	teacher	14.	thumb
3.	would	9.	zest	15.	snow
4.	thirty	10.	lunch	16.	trouble
5.	storm	11.	jumps	17.	school
6.	plaid	12.	away	18.	fright

"Mrs. Mason Makes Meatballs."

Directions: The object of the activity is to name objects that begin with the sound of "M". The parent begins by saying, "Mrs. Mason Makes Meatballs." Then, the child says, "Mrs. Mason makes _____" and fills in the name of an object beginning with the letter "M". The game continues in this way, alternating between parent and child, each thinking of other things Mrs. Mason could make.

"Sally Sells Salami."

Directions: The object of this activity is to name things that begin with the sound of "S". The parent begins by saying, "Sally sells salami."
Next, the child says, "Sally sells _____" and completes the sentence with the name of an object beginning with the sound of "S".
The activity continues in this way, alternating between parent and child, each naming other things that Sally could sell.

"Beginning Sounds."

Directions: Parent and child take turns each naming three words that begin with the following:

1.	bl	6.	sl
2.	cl	7.	br
3.	fl	8.	dr
4.	gl	9.	fr
5.	pl	10.	cr

"Initial Blends."

Directions: Parent and child take turns each giving three words that begin with the following sounds.

1.	sc or sk	7.	ch
2.	sm	8.	sh
3.	sn	9.	wh
4.	sp	10.	th
5.	st	11.	qu
6.	sw	12.	scr

"Whisper Words."

Directions: Parent and child take turns naming a word that begins with the "whisper" sound of "WH". See how many words you can think of in four minutes! (Hardt, 1976)

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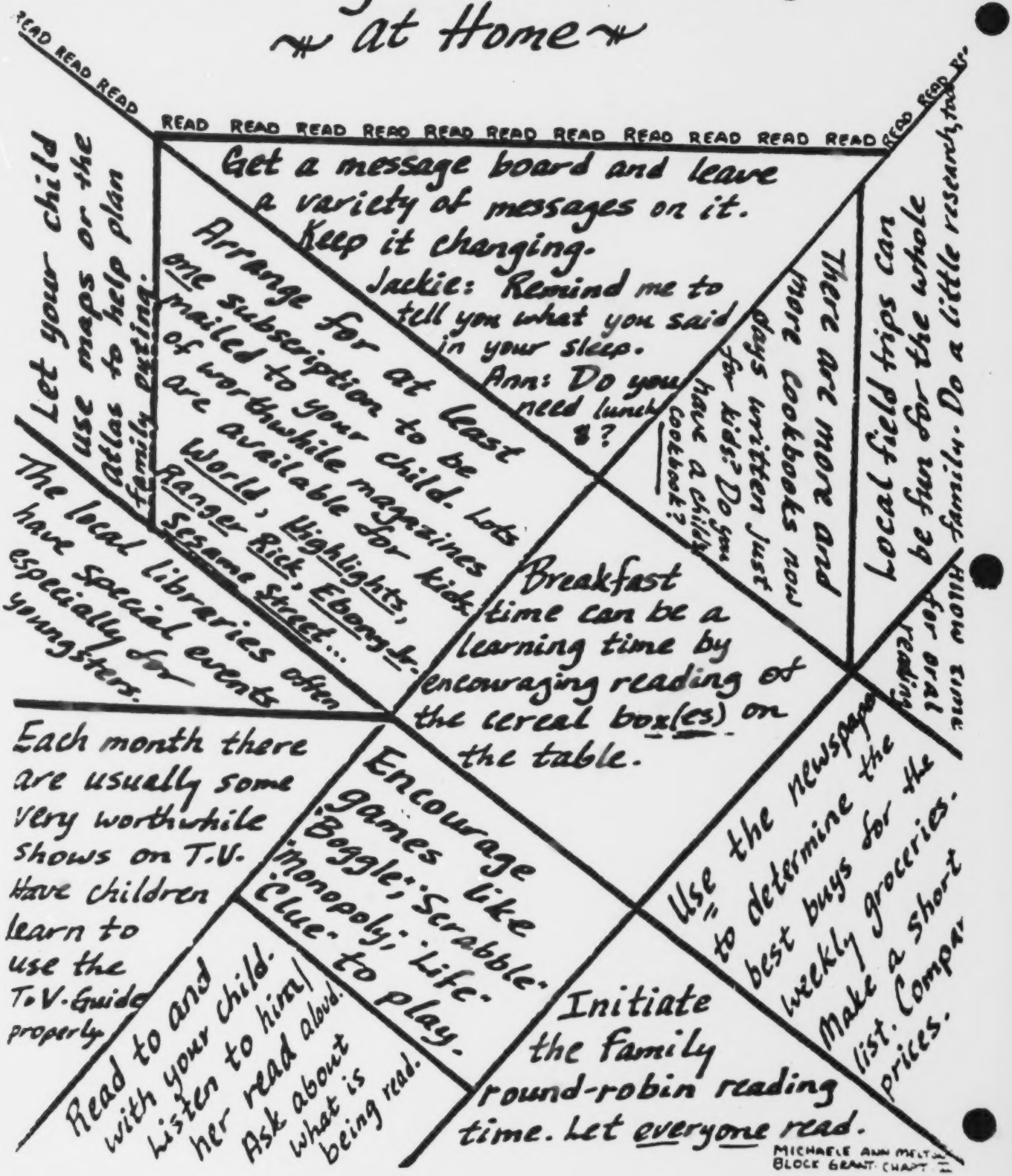
Motivating Children to Read at Home


READ READ READ
READ READ READ READ READ READ READ READ READ READ READ READ
Get a message board and leave a variety of messages on it. Keep it changing.
Jackie: Remind me to tell you what you said in your sleep.
Ann: Do you need lunch money?
Arrange for at least one subscription to be mailed to your child. Lots of worthwhile magazines are available for kids. World, Highlights, Ranger Rick, Ebony Jr., Sesame Street...
Let your child use maps or the Atlas to help plan family outing.
The local libraries often have special events especially for youngsters.
There are more and more cookbooks now days written just for kids? Do you have a child's cookbook?
Local field trips can be fun for the whole family. Do a little research...
Allow time for oral reading.
Breakfast time can be a learning time by encouraging reading of the cereal box(es) on the table.
Each month there are usually some very worthwhile shows on T.V. Have children learn to use the T.V. Guide properly.
Encourage games like "Boggle," "Scrabble," "Monopoly," "Life," "Clue" to play.
Use the newspaper to determine the best buys for the weekly groceries. Make a short list. Compare prices.
Read to and with your child. Listen to him/her read aloud. Ask about what is being read.
Initiate the family round-robin reading time. Let everyone read.

MICHAELE ANN MELTZ
BLOCK GRANT CHAPT. II

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LEARNING ACTIVITIES IN THE KITCHEN
Kindergarten-Grade Three

Learning becomes fun when all the family joins in the activities. As soon as a child recognizes the different utensils used in eating, he can be taught to place likes and unlikes in sets; all spoons together, forks, knives, etc.

1. Learning Names

   a. What are the names of the different utensils?

   b. How many spoons do we have? Forks? Knives? Do we have the same number of each utensil? If not, which one do we have the most of?

2. Learning Left and Right

As your child progresses he can also be taught left and right directions by teaching him to set the table.

   a. He can easily learn that the fork is placed on the left side of the plate and the knife and spoon on the right side. Gradually placing the glass and napkin can be added as he learns.

   b. Let him count the number of people eating and the number of plates he will need. Vary the number of plates you give him and let him figure out if he needs more plates or if he has too many. This will help him learn to add and subtract.

3. Unpacking the Groceries Together

   a. Count the cans that have been bought.

   b. Place the cans that are alike together.

   c. Read the pictures on the cans and boxes. Find the words that tell what it contains.

   d. Examine the letters.

   e. What letter does it begin with?

   f. End with?

   g. As the sounds are introduced, ask what the beginning sound is.

   h. Which group contains the most.

4. Teaching Shapes and Sizes - Begin with round shapes.

   a. Examine round plates - dinner, salad plates, dessert plates, paper plates, soup bowls, baskets, table, etc.

b. As the round shape is explored, gradually look for the square, rectangle, etc. in other rooms of the house.

c. An interesting game to play is to have your child visit each room and name or list each shape found in the home, such as:

Square	Round	Rectangle
table	lavatory	bed
	clock	door

Help your child learn to recognize and name shapes.

5. Estimating distances

a. Count the steps from the table to the sink and talk about the distance. Practice the same task with other items in the kitchen.

b. Talk about which item is closer, farthest away.

c. As progress is made, estimate the distance from the table to the bed, etc.

d. Introduce measurement by ruler, tape measure, etc., later.

e. Can you estimate how many miles it is from the house to your grocery store? Let's find out and lead into measurement of miles.

6. Using Machines - What is a machine? What machines are used in the kitchen?

a. Explore and talk about the items in your kitchen.

b. Help your child learn the name of each item and what it is used for.

c. Later, names of machines will be discussed and matched to items. Begin with:

Lever - (fork, spoon, etc.)

Wedge - (knife)

Wheel - (mixer)

Inclined plane - (steps, etc.)

d. How many of each can you find in the house? This could be a good time to emphasize biggest and smallest.

7. Measuring and Cooking - As your children cut their teeth on the colorful measuring spoons and measuring cups, they can gradually be led to see the difference in sizes. You have seen them measure and pour in the sandbox. Now, in the kitchen, let them experiment and learn what the measurements really are.

a. Let them practice 1/2 and 1 cup. Use water for liquid measurement, and dry peas for dry measurement.

b. Let them learn that to share an apple for two, it is to be cut in halves. When they understand 1/2, you might teach them 1/4, etc. Each idea should be used in the kitchen while it is being learned.

c. Later, a pie can be cut into six parts for the family to share so that they gradually learn fractions.

d. Let them gradually learn to list what is needed to be bought in order to use a recipe.

e. Let your child help you cook by following the directions of a simple recipe. (An adult can read the directions aloud if your child is too young to read them.)

Following directions is an important skill for your child to learn!

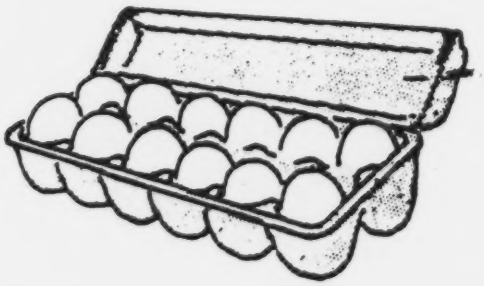
EGG CARTONS HELP TEACH

Egg cartons are always found around the home and are colorful and useful.

1. Use for storing letters and numerals cut from magazines and newspapers, etc. Label the outside with contents for easy storage.

2. Write a numeral in the bottom of each section - left to right and in sequence.

   a. Give your child a box of materials such as old buttons, small rocks, dry beans, tooth picks, coins, etc. The child is to put the correct number of objects in the bottom of each section. (One object in the numeral section, etc.)



   b. When the child is able to do this correctly he can move to another carton where the numerals have been mixed up, and continue to repeat the learning process.

   c. Write combinations of numerals or single numerals on a card or small piece of paper. The child is to find the answer and place it in the proper slot. Example: 2 + 2 would be placed in the 4 slot, etc.

d. As the child progresses, the cards can include subtraction and multiplication. Place a rubber band around the cards and store for a later game.

3. Use a carton and write a letter of the alphabet in capitals in the bottom of each section - starting with A-Z in order from left to right.

   a. Give your child a box containing the letters of the alphabet (in small letters). Let him put the matching letters in the correct slot.

   b. For a very young child you may begin by matching capital letters and then move to smaller letters.

   c. This idea can also be used for matching pictures with the beginning sound to the letter in the carton. Move to ending sounds and match.

4. For practice in blends, mark blends in the bottom section of egg carton and play Blend Toss.

   a. The child will toss a button or bean into the carton. He then says a word that begins with the blend in which the object landed.

bl	cl	cr	br	str	spr
pl	tr	dr	pr	fr	gr

Suggested Words

frog	grape
break	trick
great	prince
spring	true
stripe	block
plane	close
crack	drink

(Kelley, n.d.)

SHOPPING ACTIVITIES TO HELP CHILDREN LEARN
Kindergarten - Grade Three

Reading

- Read labels and signs to find aisles and departments in grocery and department stores.
- Give child coupon and have him find the item shown.
- Bring a label from home. Have child find item.
- Have older child write some items on list and then find them at the store.

Mathematics

- Count items in basket as you give them to checker.
- Count number of items you buy from bottom shelf.
- Have the child select the correct size containers the family usually uses, such as gallon of milk, large cans of baked beans, small loaf of bread.
- Decide which bag of oranges to purchase by letting the child count the number in smaller and larger bags.
- Read prices and let child identify which items cost more or less.
- Let children look through racks of clothing for their own size.
- Plan a shopping trip with some money for the child to spend as he/she wishes.
- Weigh ten mushrooms and ten apples. Ask if apple or mushroom is heavier.
- Have child figure out best buy in ice cream (or paper towels or other products).
- Give child a quarter and have him or her tell you what can be purchased with it.
- Weigh 1/2 pound of apples or other fruit. Then weigh whole pound and show child the difference.
- Have child buy a small item at the checkout line. Beforehand, help child figure out amount of change he or she will get and what coins the clerk will probably give.

Other:

- Ask children to notice all the people who are employees of the store and the many jobs they do.
- Talk with your child about the decisions you are making as you shop.
- Give children choices about purchases of cereal or other items as special treats.

(Raines, 1982)

TRAVELING ACTIVITIES TO HELP CHILDREN LEARN
Kindergarten-Grade Three

Reading

- Let children point out traffic signs and what they mean.
- Ask the child to give you directions to his/her school, emphasizing right and left turns.
- Point out familiar logos on billboards and let the child read them. Example: Coca Cola, Ford.
- Help very young children recognize the letters in billboards and signs which are also letter in their names.

Language Arts

- Take along some guessing games--activities--like a paper bag of several objects, and let the child feel inside and describe what he/she thinks the objects are.
- Imagine what lies ahead on an unfamiliar road.
- Pretend the child is a trucker, newspaper delivery person, or highway patrolman. What imaginary conversation could he/she have with the family?
- Point out landmarks as you make changes in your travel direction.
- Sing some songs you knew as a child and let your child teach you some from his school.
- Take along a spiral notebook and have your children keep a word and picture diary of the trip noting favorite places, what new foods they ate, the most unusual place or thing they saw, people they met, what they liked or didn't like.

  Before, during or after the trip, have the children decorate the cover. Be sure to write in dates and places visited in this way, your child will have taken an active role in preserving the many memories of the trip for all to enjoy.

Social Studies

- Tape a map of your trip to a piece of cardboard and circle the starting point and destination with a felt tip pen. Have children discuss different routes you might take and why. Have them trace those routes with one color of felt tip pen. On the trip have children use another color pen to trace the actual route traveled. In this way they are more alert to road signs, time and distance between two points.

Mathematics

- Play counting games--count cars, trucks, bridges, billboards, etc. Write or say numbers as far as the child can.

(Raines, 1982; Melton, 1982.)

TAKING A VACATION? LET'S LEARN!
Kindergarten - Grade Three

Many skills can be learned or expanded while you are enjoying a vacation! Take advantage of the time you are traveling to build some of these skills:

1. For a young child, a game to enjoy is learning to recognize the numerals on license plates.

   a. You call out a number and ask her to look until she finds one.

   b. You can vary the game by changing from numerals and asking her to find certain letters on the plates.

   c. Encourage her to learn the abbreviation for the state.

   d. Carry an easy-to-read map along or a study puzzle of the United States and let your child locate the states seen on the license plates on the map and mark them in color or place the states on the puzzle.

   e. At the end of the trip, let her total the number of states she's marked.

2. Use this time to help your child broaden his horizons. Help him to really "see" the world around him.

   a. Point out things in the immediate surroundings, such as the plants and animals.

   b. Discuss these things, name and touch them when possible, discuss what they are used for, etc.

   c. Listen to your child's reaction and the ideas he expresses.

3. Select some activities that fit your child's interest and level of development instead of gearing every plan for the adult. Collect brochures and postcards of sites visited and make a scrapbook.

(Kelley, n.d.)

BASIC SKILLS PARENTAL PARTICIPATION

The following activities have been taken from Basic Skills Parental Participation books developed by the Arizona Department of Education, 1982.

Kindergarten

Computation

SKILL: Counts objects through nine.

PARENT:

1. Make six circles on a piece of paper. Place a number--4,6,2, etc. below each circle.
2. Instruct your child to draw the number of objects in the circle indicated by the numeral. The child may draw whatever he/she likes. Remember: Help your child know when he or she is giving a correct response: "That's right." "You're doing fine."

Communication: Listening and Reading

SKILL: Follows spoken directions.

PARENT:

1. Give your child various directions, starting with no more than three at a time.
2. Your child will need to remember the three directions and do each in proper order.
3. These are some suggestions:
   a. "Close the door; touch the table; then touch her toes."
   b. "Raise your hands; touch your nose; then, tell me your name."
4. If there isn't any trouble with three directions at a time, you can increase the number until it becomes more difficult.

SKILL: Names words that rhyme.

PARENT:

1. With your child, cut pictures of words that rhyme from a magazine. For example: mouse, house; bat, rat; dog, log; chair, bear.
2. Paste these rhyming words on pieces of paper on cardboard to make a deck of cards.
3. A game that can be played with these pictures that rhyme is a game of cards similar to "Go Fish".
4. Mix the cards and give four cards to each player. Put the rest of the cards face down in front of the players.

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5. The first player asks another, "Do you have a card that rhymes with _____ (man, house, etc.)?

6. If the player has a card that rhymes he/she must give it to the first player. If not, the first player must draw a card from those lying face down.

7. If a pair is made, the player takes from his/her hand and lays them aside. The game continues until all cards have been matched.

8. The winner is the player who has matched the most rhyming cards.

REMEMBER: Rhymes can be found in many places. You can make up games as you go along.

ANOTHER IDEA: Together identify things in the house that rhyme. Make up a little poem about those things.

First Grade

Computation

SKILL: Demonstrates understanding of 1/2 and 1/4 and recognizes the symbols.

PARENT:

1. Use the following exercises to help you find out if your child understands the meaning of 1/2 and 1/4 (the idea, and the symbols).

2. Give your child many real-life examples of one-half and one-fourth: "Please get me one-fourth (a quarter) of a pound of margarine for these cookies." "Let's cut this orange: one-half for you and one-half for your sister. Measure one-half cup of rice and I'll pour it into the boiling water." Make a conscious effort to find more examples around your house.

REMEMBER: Most children learn very quickly. If you use the words as you work, your child will soon pick them up. Cooking together can be an excellent time for you to teach your child the ideas of one-half and one-fourth. You may want to tell your child that "quarter" means "one-fourth".

Communication: Listening and Reading

SKILL: Identifies sounds of letters in words using phonics skills.

PARENT:

1. Together with your child, cut out pictures from magazines that start with different beginning sounds. Look for pictures that begin with consonants (b, c, m).

2. Make a book for each beginning letter by folding several pieces of paper in half. Paste the pictures in the books.

ANOTHER IDEA: 1. Gather a few magazines or newspapers and three cans or boxes. Cut out pictures that have final sounds of r, d and t. Some examples are:

a. R--door, car, chair, floor, star, flower

b. D--bed, bird, road, bread

c. T--cat, carpet, rat, hat, light

2. Mark the three containers with three different letters--r,d,and t. After you and your child have cut out pictures, sort them by putting each picture into the proper container. Remember, you are sorting pictures that have final sounds of r, d and t. Continue playing the game but choose different letters.

Second Grade

Computation:

SKILL: Counts by twos to 100.

PARENT:

1. Prepare a page with 100 numbers listed across: 1, 2, 3, 4, 5, 6, 7, etc. Help your child count by twos until he/she reaches 100. Ask your child to circle each number as he/she says it.

2. Then ask your child to count out loud with eyes closed. Remember, you can make it fun. If your child says "two," you say "four," your child says "six," etc.

ANOTHER IDEA: 1. Provide your child with 100 small items to use for counting. For example: beans, paper clips, buttons, etc.

2. Put all the items on one big pile. Then ask your child to count aloud by twos using the chosen items.

3. Ask your child to make a new pile by adding two items each time a number is said aloud.

4. Help your child save some nickels. Then use them for counting by fives. For example: Make a grocery list of items which cost up to $1.00. Use the nickels to count the cost of each item.

Communication: Listening and Reading

SKILL: Blends sounds to form words.

PARENT:

1. Together with your child make paper plate word wheels. Take one paper plate and cut off the two-inch edge. On this plate write several beginning sounds. On the other whole plate write one word ending such as "ing". Place the smaller paper plate on top of the bigger one and fasten in the center with a paper fastener. Make sure the middle wheel turns freely.

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2. Turn the middle wheel to match each beginning sound with the word ending on the big plate. Have your child blend the sounds to form words.

3. Below are examples for more paper plate wheels:

m - ad	m - ake	t - op	c - an
l	c	c	f
b	l	h	m
s	st	m	p
d	f	p	r
h	r	st	t
p	t		pl

Third Grade

Computation

SKILL: Recognizes and writes numbers to 9,999.

PARENT:

1. First listen to your child count by ones, tens, hundreds, etc. Then listen to your child read numbers such as:

   1. 267 2. 436 3. 8,125 4. 9,999

2. Now watch as your child writes the numerals for the following written numbers:

   a. Two thousand, two hundred sixty.

   b. Eight hundred ninety-two.

   c. Seven thousand four hundred three.

   d. One thousand, three hundred eighty-one.

   e. N. e thousand, eight hundred fifty-three.

ANOTHER IDEA: Make a set of cards containing various numbers to 9,999. For example:

367 8,925 68

2. Put the cards on a pile.

3. Draw a card and name the number. Then tell what number comes before that number, and finally, what comes after that number.

Communication: *Listening and Reading*

SKILL: Classifies words in groups. For example: fruits, tools.

PARENT:

1. Have your child follow these directions to make a book.
   a. Fold several pieces of paper in half.
   b. Staple the book on the fold.
   c. Title the book "Different Groups".
   d. On each page write the name of a group. For example: furniture, clothing, fruits, vegetables, tools, drinks, people who help us, things that are hot.
2. Help your child think of different things that are part of each group. Write each item under the proper group and draw a picture of each.

SKILL: Draws conclusions from stories.

PARENT:

1. Choose a story or a fable that teaches a lesson, such as "THE BOY WHO CRIED WOLF" or "THE TORTOISE AND THE HARE". Read the book with your child and discuss why the story ended as it did. For example, the tortoise won the race in the story. How was he able to win when he's so slow and the hare is so fast? What lesson did the hare learn from this race?
2. Continue this activity by choosing another book and discussing the ending.

REMEMBER: It is important for your child to understand that many lessons can be learned from reading books. These lessons also can be applied to a person's everyday life.

LEARNING ACTIVITIES

Parents Can Do With Their Children

Grades: 4 - 6

AT - HOME ACTIVITIES TO HELP CHILDREN LEARN
Grades 4 - 6

Reading

- Read package directions for baking and preparing simple dishes.
- Have older children prepare one dish a night for the family's supper.
- Let child read to an older adult in the family.
- Have child read to younger children.
- Follow instructions for putting together model cars.
- If an any age your child seems "turned off" by reading, don't make an issue of it. Casually leave "irresistible" books around--books on whatever the child's current interests are.

Language Arts

- Let children make out grocery list.
- Encourage the writing and addressing of personal greeting cards, invitations and thank-you notes, writing your grocery lists, putting names in your address book. Suggest a backyard "mailbox" for exchanging regular letters with the child next door. Write notes and letters to your children.
- Ask children to look up phone numbers to practice using alphabetical lists. Let your child compile an alphabetical list of friends with their addresses and phone numbers.

Mathematics

- Word games like "Scrabble" can help increase your child's vocabulary and improve spelling.
- Give your child practical experience in using mathematics at home. Mention the size of containers, such as pints of ice cream and half-gallons of milk. Encourage help when you bake, lay carpet, or tile, or seed or fertilize the lawn, and allow your child actually to measure ingredients, areas or quantities of material.
- If your child is having difficulty with multiplication tables, buy or make flash cards and use them on a regular basis. Children will enjoy giving answers they know and will learn more complex problems through drill.
- Compare prices from newspaper ads for eating out at various fast-food restaurants.
- Calculate percentage off coupons from newspapers and magazines.
- Have older children interpret time schedules for television to younger children.
- Bingo, dominoes, toy telephones, card games, board games, calendars and clocks with large numbers all can help familiarize your child with the world of numbers.

Social Studies

- Tape record some family stories for an oral history.
- Schedule a time to play games in the home. These might include:
  a. Who am I? Give some facts about a character in a book, historical figure, or famous person in sports etc. and let the child identify the person. As the child advances he may provide the clues and let you tell the character.
  b. Where do I live? Repeat the process above except use clues to identify states, countries, climate, people, etc.
- Keep an atlas or globe within easy reach to use whenever world affairs come up in family discussion.
- Teach your child the importance of being a good citizen by discussing at the dinner table local candidates for public office, issues and problems of the community. Help with the judgement of each person individually rather than by race, creed or color. Be a good listener. Don't make it a question and answer session.

Science

- Work with your child on projects such as making bird feeders, caring for pets, setting up a home weather station, observing the night sky and preparing a family vegetable or flower garden.
- Stimulate your child to make use of all senses in discovering the surrounding world. Encourage curiosity about the feel of textures and materials, characteristic smells, sounds, tastes, weights and sizes of things.
- Cooking, sewing, mechanic's helper, rearranging furniture, changing light bulbs, installing new appliances are ways to involve your child actively so he or she may think, plan, and learn.
- Children are normally curious and should be encouraged to find answers to questions by patient observation and through the use of references, either at home or in libraries and museums. Let the child manipulate and learn about familiar objects: a dripping faucet, the household water system, a nutcracker, an old doorbell, discarded appliances, locks and door hinges, household plants and gardens. When making household repairs, servicing the family car or other domestic equipment, include your child as an observer.
- Encourage your child to be a "collector." Provide a place for collections, even if it is just a dresser drawer, a soapbox or a shelf in the bookcase.

And remember . . .

Be subtle in helping your child learn. Keep things light-hearted and fun, never grim or tense. Make learning fun for both of you. And remember, listen to your child. Don't stifle curiosity. Don't brush off questions, or after awhile you won't be asked.
(American Federation of Teachers, 1984;Arizona Education Association, n.d.; Raines, 1982.)

SHOPPING ACTIVITIES TO HELP CHILDREN LEARN
Grades 4 - 6

Reading

- Before a shopping trip, have your child read newspaper ads and price the cost of items to be purchased. Encourage comparison of prices and quantities marked on containers to determine the best buys. Allow the child to purchase an item and figure out the change to be received.

Language Arts

- Go to the hardware store and pick up household items you need. Let the child write the list, search them out in the store, pay for them, and help you use them at home.
- Comparison shop from catalogs and mailbox ads. Let child write a wish order and imagine he/she can buy something for everyone in the family.

Mathematics

- Let the child round off prices to the nearest dollar and see how close they are when you check out at the register.
- Have the child total the family bills as you write the checks.
- Compare special bargains at fast-food restaurants and figure out how much is saved.
- Point out unit pricing in food stores and have child get the lowest price on some favorite foods.
- Weigh vegetables and fruits and estimate cost at the register.
- For younger children, "guesstimate" the number of oranges in a bag and then have them count the oranges.
- Give your child an allowance and encourage wise buying.
- After some experience, let your child purchase all the ingredients for a special cake or other favorite baked food item.
- Arrange for a shopping trip to buy a special item the family has saved to purchase.
- Give your child money for a family meal and see what he/she buys.
- If you have a calculator, let the child use it to make quick decisions on best buys.
- Compare oil prices at the gas station and the chain store.

(Raines, Arizona Education Association, 1982; n.d.)

TRAVELING ACTIVITIES TO HELP CHILDREN LEARN
Grades 4 - 6

Language Arts

- Recall a trip you made, whether long or short, and have the child tell all he or she remembers.
- Tell an "add on" story with your child as the main character, and let each family member "add on" a step.
- Have your child jot down a list of favorite cars, favorite spots on the trip, landmarks to remember which way to go.
- Sing some favorite old songs as you travel. Teach your child a song from your own childhood.
- Provide your youngster with notebooks and pencil. Encourage the child to draw pictures and make notes of things of interest along the way. Help with the collection of samples to take back to the classroom.

Mathematics

- Decide how long it should take to reach your destination; let the child time your trip.
- Calculate mileage for each tank of gas.
- Have the child help fill the car, decide on the best gas guy, pay the attendant.

Social Studies

- Widen your child's horizons with visits to the airport, courthouse, a museum, a historic landmark, a factory, a newspaper--whatever is available in your community. Some television stations and local newspapers schedule guided tours.
- Have your child identify various states on license plates, list them and total the number from each state near the end of the trip.
- Show your child the place on the map you plan to reach. Have him/her follow your turns.
- Tell your child about the road signs. Have him/her describe what direction the arrows are curving.
- Compliment your children on their good behavior, helpfulness, and good memories.

(Arizona Education Association, n.d.; Raines, 1982.)

LEARNING ACTIVITIES FOR WAITING TIME OR TRAVELING
Grades K-6

Some parents feel guilty because they cannot take a lot of time out of their busy schedules to work with their children. These parents can help in other ways. For example, there are a variety of learning games they can play with their children during otherwise wasted time.

The following are games that can help develop skills in visual and auditory discrimination, alphabetizing, vocabulary, writing, reading, and so on. They were specifically designed to be played while traveling in a car, but they can easily be adapted to other empty-time situations such as waiting to see the doctor or riding in an elevator. The materials needed are readily available and purposely selected to be unlike typical school materials.

Perceptual Skills

A. Pretend you are a police officer and the next car that passes belongs to robbers who have just held up a bank. Study the license plate letters and numbers until the car is out of sight. Wait five seconds and repeat the letters and numbers.

B. Choose several travel folders (obtained from state welcome centers, motels and service stations) or objects from the glove compartment or litter bag. Allow children several seconds to study them. Then, while they cover their eyes, remove one of the objects. Let children guess which one was removed. Variation: Display several folders or objects in a row, allow players several seconds to study them, then mix them up, and let children put the objects back in their original order.

C. Designate one person to be "it." "It" begins play by saying, "Ritha, Ritha, Marie, I see something you don't see." The other persons try to guess. The one who guesses first gets to be "it." Variations: Provide clues. For example, "Ritha, Ritha, Marie, I see something you don't see and it rhymes with _____," or "its color is _____," or "it starts like _____."

D. Choose a color. All players look for something of that color. The first person to point out five things chooses the next color.

E. Using travel folders, newspaper, or other printed material, cut or tear pages apart. Put them back together using cues such as color, letter size, or shapes.

F. Using travel folders, discuss the main attraction of each. Mix them up, then let players identify the attractions.

G. Choose several travel folders, line them up, and take turns finding certain things. For example, "I see a wooden table. Can you find it?"

H. Have someone choose a word and whisper it from person to person. The last person says aloud what he or she heard. (The final word is often quite different from the original word.)

I. Let one player choose a word. The next player must choose a word that rhymes with it. Play continues until no more rhyming words can be given.

J. Listen to songs on the radio and list or name all the rhyming words.

K. Using travel folders, put in one stack all those folders that are primarily yellow, those that are primarily red, and so on.

L. Using main headings in travel folders, assign each child a "trouble" letter and have them find all the words that begin with their letter or contain their letter.

Alphabetizing

A. Look out the window until someone spots an object that begins with the letter a. This game can be played with everyone looking for the same letter, or with each person taking turns with successive letters. Then proceed through the alphabet.

B. The first player begins this game by saying, "My name is Annie, I'm going to Alabama and I'm taking an apple." The next player uses b and says, "My name is Bob, I'm going to Buffalo, and I'm taking a banana," and so on thru the alphabet.

C. Take turns describing the people in a town you have just passed through. Use adjectives beginning with a until everyone has had a turn, the use words beginning with b, and proceed through the alphabet. For example, the first player might say, "The people in this town are appealing," and the second person might say, "The people in this town are appealing," and the second person might say, "The people in this town are awful." Variation: Player one says, "I looked out the window and I saw an angry antelope." Player two says, "I looked out the window and I saw a big bull."

D. The first player says, "If I had a million dollars, I would buy an apricot." The second player repeats the first player's object and adds a second that begins with b, and so on. For example, "If I had a million dollars, I would buy an apricot and a banana."

Analysis Skills

A. Choose a consonant, consonant blend, or consonant digraph. Each person thinks of a word that begins with the specified sound until no more words can be supplied. Choose another sound and continue.

B. The first player says a word. The next player says a word that begins as the first person's word ends. Example: jump--parrot--ten--nut, and so on. Variation: Use names of states. Example: Texas, South Dakota, and so on.

C. Look at pictures contained in travel folders or magazines. Write the beginning letter on every object your child can identify.

D. Have one person call out a word and the other players clap out the number of syllables it contains.

Vocabulary Development

A. Select a word and write it down. Give clues about the word until someone guesses it. The person who guesses correctly then chooses a word and play continues.

B. List all the adjectives, nouns, and verbs from signs that you pass. One person may be assigned verbs; another, adjectives.

C. Select a word and write it down. Give clues about the word until someone guesses it. The person who guesses correctly then chooses a word and play continues.

Comprehension Skills

A. Read a sign along the highway. Count to 10. Then have your child recall the main idea and supporting details contained in the sign.

B. Using travel folders, classify each according to specified criterion. Example: Classify all drive-through tours, all-day tours, all within one city, all within one state.

C. Select one person to be "it." This person makes up a question and the other players must raise their hands if they know the answer. The first player to raise his hand (or clap) gets the first chance to answer. If he is correct, he may ask the next question; if not, someone else gets a chance and becomes "it." Example: What were the seven dwarfs' names?

D. Select a key word and ask players to supply related words until no more can be added. The last person to supply a word becomes "it" and calls another key word. Example: Car--wheel, mirror, gas, engine, and so on.

E. The first player selects a category, the second player a letter of the alphabet, the third player must supply something that fits in the category and starts with the letter. For example: The category is animals and the letter is h. The answer may be hen, horse, hare, and so on.

Language Stimulation and Expansion

A. The first player begins a story and each player adds a part, until the story reaches the last player. He provides an ending.

B. Choose a nursery rhyme that everyone knows. Tell it in everyday language with contemporary characters, but keep the original plot. The first person to correctly identify it gets to make up the next modern nursery rhyme.

C. Take turns describing the things you see while looking at the clouds or stars.

D. Choose an object or animal and pretend to be that thing. What would it say? How would it feel? What would it do?

E. Choose a problem or make up a situation and decide how this problem could be solved. Example: What if we ran out of gas now? What if we had a flat tire and found the spare was also flat?

F. Fill a paper bag with small objects. Have your child reach in, feel an object, describe it, and then guess what it is.

Writing and Spelling

1. Make a list of things to look for on the trip. Check them off as they are found.
2. Have your child keep a trip diary describing interesting sights you have passed along the way.
3. Keep a list of all the state license plates seen during one day or throughout the trip.

(McWilliams, 1980)

LEARNING ACTIVITIES

Parents Can Do With Their Children

Grades: 7-12

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Reading Comprehension

Reading comprehension is a frequent problem for the adolescent reader with special needs. He may recognize words or be able to sound them out phonetically and pronounce them, but he still may fail to understand their meanings. Lack of comprehension is especially serious in later school years when the student is not able to read on grade level. How can parents help? They can:

- o Find high interest, low reading level books and magazines.
- o Discuss materials read with the student: help him to find the main idea and to rephrase the story in simple words.
- o Record textbooks on tape so that the student may listen to the tape as he follows along in his textbook. Such help enables the student to keep up with class assignments as he improves reading skills.

  NOTE: The teacher must request permission from the textbook publisher before any textbook can be taped; publishers will usually give permission for such usage with disadvantaged children.
- o Help the student to organize his work and break it down into more manageable parts.
- o Encourage the student with learning problems to become a volunteer reading tutor. Research shows that those who tutor younger children in basic skills often make greater improvement themselves.
- o Read two different accounts of an event to the student. Ask him to tell you whether he has enough facts to determine which account is correct.
- o Type up a story or article on the student's reading level. Cut the paragraph apart. Ask the student to put them back in order.
- o Give the student practice distinguishing statements of fact from statements of opinion.
- o Help the student to ask questions about the book or article he is about to read. This helps him to look for answers as he reads.
- o If the subject matter the student is reading relates to history, help him to make a time line which helps him understand the events in relation to other things he knows about.
- o Help the student to understand "long ago" by making a time line which places in perspective events he understands--from cave man through the discovery of American, the Revolutionary and Civil Wars. World Wars I and II, inventions, presidencies, the year of his birth.
- o Interview the student about a topic he knows a lot about: ask him to interview you. Tape record the interview.

Ways to Encourage Reading

Volunteers, parents, and teachers can find ways to encourage the older student to read, even though he may not associate reading with pleasure. Techniques include these:

- o Help him find interesting books on his recreational reading level (he knows nearly all the words--material is below his grade reading level). The teacher or librarian can

provide lists. Publishers of paperback books list many titles for students who read below grade level: the section may be called "for reluctant readers."

- o Read an exciting part of a book aloud to the student. Stop reading in the middle of the action. Ask if he would like to read the rest of the book by himself or together.

- o Discuss with the student books he has enjoyed--ask him to tell you about a section he liked a lot, why he thinks the author wrote the book.

- o Choose a book which you think will interest him. Alternate reading pages or paragraphs. When you are encouraging the student to read for pleasure, never ask him to sound out a word he doesn't know. If he pauses, wait a bit to see if he can come up with it, but supply the word if he doesn't. Ask questions about what you have read together.

- o Read aloud a newspaper or magazine article or a chapter of a book that you think he will enjoy. He can concentrate on thinking as you read. Reading aloud with a friend is enjoyable for all of us.

- o Encourage the student to keep a list of books he reads. Some students enjoy keeping track of books read by printing the title of each book on a strip of colored construction paper which is then pasted on his "bookshelf" (drawn on a sheet of colored). Each strip represents the spine of a book.

Thinking Skills

Parents can bring high interest materials to stimulate the student's ability to solve problems and think through consequences. For example:

- o Cut a comic strip apart (one which has an obvious sequence) and ask the student to put the boxes back in correct order.

- o Paste a blank paper over the words in the balloons of a comic strip and ask the student to observe the actions pictured and fill in the words.

- o Prepare columns such as those below and ask the student to connect the cause with the possible effects.

a 20-inch snowfall	breaks legs
sunshines warmly	monkey escapes
man falls on ice	snowman melts
cage door left open	schools close

or to connect parts with wholes:

page	house
root	plant
tire	car
door	book

- o Ask the student to categorize a group of words, such as Buick, banana, pansy, beaver, zinnia, Ford, goat, orange, Cadillac, apple, marigold. Or make a chart with category headings at the top and ask the student to fill in words for those categories.

- o Give oral instructions for how-to-do or make something, such as a paper box or airplane. See if he can follow your directions. Give help if he needs it.

- o Describe how to play a game. Ask him to teach other students.
- o Ask the student to read a

newspaper article which you think will interest him, then to write a headline which summarizes it. Compare his headline with the newspaper's headline.

- o Present a problem situation and ask the student to resolve it, or read a brief story but stop before the end and ask him to predict what will happen.

Language Experience Story

The language experience approach is often used to help young children learn to read. It is also useful for the older student who has a problem with reading. The volunteer capitalizes on the student's interests and experiences and uses the student's own words to write a brief story. The student's familiarity with the subject and vocabulary helps him to read.

To write a language experience story, the parent talks with the student about one of his interests--a favorite television program, a trip he has taken or would like to take, a hobby or sport. Or the parent may use a picture to start the conversation, or ask the student to finish a sentence such as "If I could visit any place in the world, I would . . ."

After he talks out the topic of his choice, the parent suggests that he dictate a story about it as he or she writes it down. The story should be about four or five sentences. Ask the student to read each sentence aloud as you finish writing it. Decide on a title for the story.

Before the parent meets with the student the next time, write or type the story and make at least two copies. He or she may develop a variety of activities to use with the story dictated by the student, such as:

- o Ask the student to underline one of the words. If he can't find it, tell him which line it is in or what letter it starts with. If he still can't find it, show it to him.
- o Ask the student to find other words which begin with the same letter as the word he located--or any other words the parent names.
- o Ask the student to copy some of the words and read them back to you.
- o Play a game of concentration with the words. Ask the student to make two cards for each of six words: two cards may say **truck**, two will say **fast**, and two will say **highway, etc.** Turn the 12 cards over and take turns turning them up, two at a time. A player who turns over two cards which are just alike keeps those cards and gets another turn. Let the student take the game home at the end of the session.
- o Give the student one copy of the story to take home. If he can write or print easily, ask him to recopy it in his own handwriting. One of the copies should be put in a notebook so that the student can later re-read each story he has dictated--or he can share his "book" with family or friends.

Study Skills

Parents can help a student learn how to research a topic of interest. The parent may help the student pursue an interest, such as deep-sea diving or hang gliding. In the library they can use variety of sources to gain information, including: tables of contents, maps, card catalog, indices, charts, encyclopedias, glossaries, diagrams, Reader's Guide, appendices, graphs, almanacs.

Parents can help students to appreciate how a graph or table presents information in ways to show comparisons and contrasts. Many students skip over such visual aids, perhaps because no adult has ever shown them how to learn from them. The student might create his own graph, chart, or map using information available to him. For example, he could graph the height and weight of ten classmates.

Parents can also help students learn skills which make their study time more effective, skills such as note-taking and skimming and previewing. Students need to learn to vary their speed in reading different types of information, depending on the purpose of the reading.

The parent can bring to the classroom other types of reference works used in everyday living: local maps and bus schedules, mail order catalogs, newspaper advertisements, television listings, a telephone directory and the yellow pages, a cookbook, and an operating manual for an automobile.

To expand the student's vocabulary, the parent can present a game which uses common words of warning, such as CAUTION and FLAMMABLE, words which give directions such as ENTRANCE and LEFT TURN ONLY, and other words the student needs to know throughout his life. (See Essential Vocabulary)

All children need practice to learn words used in following written directions, words such as underscore, opposite, suffix, and parallel, for they cannot follow the instructions unless they understand the words and concepts they convey. Parents can assist teachers in giving children practice using these words. (See Words Used in Following Directions.)

Many students can profit from extra practice with dictionary skills--learning to alphabetize, find synonyms, use symbols for pronunciation, abbreviate.

Math

Parents can help make learning an active process, one that invites students' participation and involvement and makes learning relevant to everyday life. The subject of mathematics offers many opportunities for active learning, for so many math concepts can be taught and reinforced through objects. For example:

Dominoes teach set theory, matching two dots to two dots, etc.
Dice can be used to demonstrate probability.
Cuisenaire rods show relationships.
Number lines can confirm learned number facts.
Pie charts demonstrate the meaning of fractions.
Calculators help ensure a failure-free climate for learning.

A child learns mathematical concepts on the playground when he sees a larger child balancing a smaller one on the see-saw; in his own kitchen when he uses measuring cups and spoons for recipes; in sports when he learns percentages through batting averages. Parents can help the student see the relevance of geometry by discussing angle shots in ping pong or billiards, and can make two-digit addition interesting by helping a student to score a strike followed by a spare in bowling.

The parent should encourage the student to investigate problems on his own, using objects--learning the concept of division by cutting a cardboard strip into smaller strips of equal size, learning liquid measurements and their relationships by pouring water into container of various sizes.

Learning with objects can be moved and stacked and re-grouped is more vivid, more pleasurable, and more likely to be remembered than learning from a page which pictures a child moving objects. Active learning provides the student with instant feedback and reinforcement of learning.

Many a problem learner has trouble interpreting workbook or textbook problems in which a situation is described with words and symbols. But a student may succeed with a problem when he has objects to move. For many children, the concrete experience must come before they can understand an abstract concept.

The student who has not succeeded in completing assignments from textbooks or work sheets may gain confidence in his ability to estimate, solve problems, and make predictions when he is actively involved in learning. He can make a mistake when dividing objects equally and learn from the error. The student who is permitted to use a calculator to check his multiplication problems gets reinforcement of correct answers after using his own thought processes. The confidence he gains leads to greater competence.

Career Planning

Few high schools have enough counselors to give students enough time and attention to meet their needs and answer questions. In many urban schools, the ratio may run as high as 800 to 1.

> "Young people are simply not getting the career guidance and counseling that they need so very, very much and yet there is an excess supply of counseling and guidance expertise in every community in this country. It is easy for me to put together, at least in my thinking, that every young person would be identified with someone in the community who would like very much to provide one-to-one guidance and counseling. In every community the complete potential to provide that kind of assistance exists and it is just a matter of working out the delivery system."
>
> - Former Secretary of Labor Willard Wirtz at NSVP's Seventh Annual Conference, March 1, 1978.

If most young people need more help from the community in career planning, just think what an added burden this is for the adolescent who has learning problems!

Every community has a rich reservoir of potential volunteers who can:

- o speak to classes and to individual students about their careers, and invite the students to tour their places of work;
- o work with students in adult-youth service projects which will enhance self-image and provide opportunities to explore careers;
- o welcome students to part-time jobs and mini-apprenticeships to give students a realistic view of an occupation;
- o staff a career counseling center supervised by the guidance department; parents could assist students in self-evaluation, decision-making, career exploration, and in selecting college or other post-high school training.

(Cunninggin, Whitty and Dorothy Mulligan, 1979)

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Words used in following directions

Some children do not do well on tests because they do not understand the words used in giving directions. Parents can help children understand concepts, processes, and word meanings. Many of the words commonly used in giving directions are listed below.

add
after
alike
aloud
alphabet
alphabetical
answer
answers
antonym
around
array
before
begin
beginning
behind
below
beside
blank
bottom
box
circle
color
column
corner
cross out
cut
difference
different
direction
divide
dotted
draw
end
ending
erase
estimate
example
fifth
fill in
first
fold
folder
fourth
glue
hold
homonym
horizontal
how
in between
in front of
last
left
line
make
mark
match
middle
miss
missing
multiply
ninth
opposite
order
over
page
paint
paper
paragraph
part
paste
phrase
picture
plural
prefix
question
read
rhyme
rhyming
right
ring
row
same
say
second
section
sentence
sentences
seventh
silent
silently
singular
sixth
space
spaces
spell
spelling
start
stop
subtract
suffix
tenth
third
top
trace
twice
under
underline
vertical
what
when
where
which
who
why

Essential vocabulary

Parents can help students to understand the meaning of these commonly used words which warn or give instructions. (From Corlett T. Wilson in The Reading Teacher, Vol. 17, No. 2, November 1963)

Adults Only
Antidote
Ask Attendant for Key
Beware
Boys
Bridge Out
Bus Only
Bus Station
Bus Stop
Caution
Closed
Combustible
Condemned
Construction Zone
Contaminated
Curve
Danger
Dangerous Curve
Dead End
Deep Water
Deer (Cattle) Crossing
Dentist
Detour
Dim Lights
Dip
Doctor (Dr.)
Do Not Block Walk (Driveway)
Do Not Cross, Use Tunnel
Do Not Enter
Do Not Inhale Fumes
Do Not Push
Do Not Refreeze
Do Not Use Near Heat
Do Not Use Near Open Flame
Don't Walk
Down
Drive Slowly
Dynamite
Elevator
Emergency
Emergency Vehicles Only
Employees Only
End Construction
End 45
Entrance
Escalator
Exit
Exit Only
Exit Speed 30
Explosives
External Use Only
Falling Rocks
Fire Escape
Fire Extinguisher
First Aid
Girls
Handle with Care
Hands Off
Help
High Voltage
Hospital Zone
In
Information
Inspection Station
Instructions
Keep Away
Keep Closed at All Times
Keep Left (Right)
Keep Off (The Grass)
Keep Out
Ladies
Lane Ends
Last Chance for Gas
Left Lane Must Turn Left
Left Turn Only
Left Turn on This Signal Only
Live Wires
Loading Zone
M.P.H.
Mechanic on Duty
Men
Men Working
Merge Left (Right)
Merging Traffic
No Admittance

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Essential vocabulary (continued)

Flammable
Found
Four-way Stop
Fragile
Freeway
Garage
Gasoline
Gate
Gentlemen
No Minors
No Parking
No Passing
No Pets
No Right Turn
No Right Turn on Red
No Smoking
No Standing
No Stopping
No Swimming
No Trespassing
No Turns
Not for Internal Use
Nurse
Office
One Way--Do Not Enter
Open
Out
Out of Order
Pedestrians Prohibited
Playground
Poison (Poisonous)
Police (Station)
Posted
Post No Bills
Post Office
Private
Private Property
Proceed at Your Own Risk
Pull
Push
Railroad
Rest rooms
Resume Speed
Right Lane Must Turn Right
Right Turn Only
Road Closed
Road Ends
Safety First
No Checks Cashed
No Credit
No Diving
No Dumping
No Fires
No Fishing
No Hunting
No Left Turn
No Loitering
School Zone
Shallow Water
Shelter
Slide Area
Slippery When Wet
Slow Down
Slower Traffic Keep Right
Smoking Prohibited
Speed Checked by Radar
Steep Grade
Step Down (Up)
Stop
Stop Ahead
Stop for Pedestrians
Stop Motor
Taxi Stand
Thin Ice
This End Up
This Lane May Turn Left
This Side Up
Traffic Circle
Truck Route
Turn Off Lights
Up
Use before (date)
Use in Well Ventilated Area
Use Low Gear
Use Other Door
Violators Will Be Prosecuted
Walk
Wanted
Warning
Watch Your Step
Wet Paint
Winding Road
Women
Yield
Yield Right of Way

(Cunninggin, Whitty and Dorothy Mulligan, 1979.)

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SUGGESTIONS FOR HELPING JUNIOR HIGH AND HIGH SCHOOL STUDENTS

Reading and Writing Skills:

- o A high school student can draft a letter of request or complaint to a business or agency. By 11th grade he/she will have learned proper format.
- o One of your pre-teenagers can write that letter to Grandma or Cousin Lucille that you've been putting off. Correct the first draft. Have them copy it and send it off. Cousin Lucy will appreciate it--and your child's writing ability will improve.
- o Have older children read the instructions of a game, a do-it-yourself kit, an operating manual for a car or a medical insurance contract.
- o A junior high school student can read a newspaper article to the parents and then write a summary of the article along with his/her impression of it.
- o A high school student and his/her parents do a one hour observation of the natural environment found in the home backyard. After the observation is completed the student writes a composition using as many descriptive words as possible.
- o When your children have composition assignments to finish at home, ask them to discuss the topic with you before writing.
- o Encourage your children to read their writings aloud. Here are a few good questions to ask about their writings; these questions make your children think about the meaning and clarity. Who is your audience? For whom are you writing? What is the purpose of your composition? Is it to instruct, to influence or to entertain? What do you think is the best part? What part would you like to improve? If you had plenty of time, what section of the composition would you change?
- o When commenting on your children's writings, check the content first. Then, you can correct the grammar and spelling by asking questions that show how these errors confuse the reader.

Mathematics:

- o Adolescents can wrestle with your family budget. Give them a mock checkbook and show them how to keep it balanced.
- o A junior high school student can help his/her parents to calculate percentage discounts on the prices of several food articles while grocery shopping.
- o A junior high school student and his/her father can calculate how much time they will need to get to a particular town if they keep driving at a certain speed.

Social Studies:

- o Discuss the world of work with your child, including the demands of various jobs and professions and the work and training necessary to qualify. Stress the idea that training can begin at an early age and that attention to school work is vital for future success.

- o Don't be afraid to guide talk with your teenagers into the fascinating realm of ideas. Junior high and high school students love "bull sessions" on serious topics.

Other Areas:

- o Encourage the habit of vigorous daily activity. Active play builds strong muscles, which are basic to good health and posture. Join your child in active games and stress good sportmanship.

- o Does your child "hate" a certain subject? Find out why. Your child may need extra help. Maybe your own aversion to a certain subject has caused it. Seek the reason behind the dislike, then enlist the teacher's help so that you can work together to conquer it.

(American Federation of Teachers, 1984; Arizona Education Association, n.d.; Mercado, 1986.)

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THE MINORITY CHILD:
STRATEGIES FOR LITERACY DEVELOPMENT

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THE MINORITY CHILD: STRATEGIES FOR LITERACY DEVELOPMENT

One cannot dispute the fact that minority children such as Hispanics, Blacks and Native Americans are still not achieving well in our public schools. School systems usually attempt to solve this minority problem by a curriculum strong in "basics". This emphasis on "basics" in most cases means a narrowing of the curriculum, emphasizing reading, writing and mathematics (Eisner, 1981). These "basics" often include drill in isolation and an overun of testing.

Narrowly conceived curriculums, however, will not give minority children the broad types of experiences that they must have in the sciences, the arts and social studies to use print in a meaningful way. Success in writing and comprehending text material depends very much on broad experiences and vocabulary development in content areas such as science, arts and social studies (Singer, McNeil & Furse, 1984; Cunningham, 1982).

There is a growing body of studies on young children who learned to read much on their own (Durkin, 1966; Clark, 1976; Taylor, 1983) which provides us with the data on just what is "basic" to literacy development in young children. First, children must have (from birth if

possible) daily experiences with a wide variety of literature. Secondly, children must have a great number of opportunities to smell, touch, feel, taste, explore and discuss, in a variety of content areas. Any strategies that teachers use with children must encompass these two "basics". Strategies will be shared for parents and for first school encounters. Print, writing, and story strategies will be explained. Let's begin with strategies for parents.

Parental Strategies

Involving parents and extended family in programs for minority children is essential for reading success (Butler & Clay, 1982; Holdaway, 1979; Durkin, 1976). Parents must be helped to recognize and support children's ventures into print exploration. To a busy teacher, adding a parental involvement task to an already busy schedule may seem too much work but the results will be worth the effort.

Teachers should take time to explain activities that can be carried out at home or in the community with a minimum of time and with no added expense if possible. Because minority parents may feel not confident in helping their children, it may be wise to schedule several parents around coffee and cookies to discuss different activities and ways of doing these activities. The teacher may want

to demonstrate how to tell a story or how to ask questions about a T.V. program.

Here are some suggestions for activities for parents. Parents can read to their children, take them to a library and see that the children have books at home. If parents can't read, they can tell stories to their children or sing songs.

In a grocery market, parents can name vegetables, point out prices, have the children name things that they know. Walking or driving, parents can point out the names of street signs, street names, and restaurant names.

When parents prepare meals they can involve the children in the cooking process letting the children read recipes, mix the ingredients, name the ingredients and the cooking utensils. Children can learn much about measurement from cooking.

Parents should be encouraged to share any written notes or letters that they receive. Paper of some kind must be supplied by the parents so children can write, color, draw, or cut. If possible plastic letters can be given to the children to play with. Children can write notes or letters to family and sign their name. Parents can help select T.V. programs and watch some with the child discussing and reacting to the content afterward.

With parents supporting the children at home, teachers must sustain and help minority children reach out to print in an unafraid manner.

First School Encounters

First school encounters must be positive and confidence-building. Here are some strategies to build meaningful print concepts.

Print Strategies. Young children have been exposed to print in their environment, but teachers need to capitalize on this knowledge children bring to the classroom (Griffin, Spicola, Banks, Reyes, 1982; Sims, 1982). The school environment must immerse children with meaningful print. There should be bulletin boards with familiar logos such as Pizza Hut, McDonald's and Coca Cola. Concrete objects such as boxes, napkins, cups, cans, etc... (all with some type of print) should be in a center where children can handle and read to each other. Teachers can make "Logo Books" for children to read. A grocery store center would give young children a chance to write shopping lists.

Children's names should be printed and taped to their desks so that they can refer to them easily. There should also be a central place where all the children's names can be seen and read. There should be labels over supply

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centers, equipment and materials. The daily lunch should be posted or dittoed so all children can read it each day. The weather as well as the date should be posted and read.

These print strategies will help children begin to understand that print is meaningful and even more important, help children feel that they can read many words in their environment. Once children begin to solve the complexities of print with confidence that print makes sense, they will approach literacy tasks in a less fearful manner.

In summary:

1. Encourage active exploration of print.

2. Give children many opportunities to see print--in songs, in notes, on carton labels, on message boards, on objects in the room, lunch menus, newspapers, T.V. Guides, tee shirts, etc...

3. Your classroom should be print saturated not print starved (Holdaway, 1979).

Writing Strategies. As children begin to notice print and read print in the classroom, it's time to let children experiment with writing. This may be a surprising idea to many teachers who will let children perhaps copy but never write until children have learned all their letters.

The best way for children to learn their letters is to let them write freely (Bissex, 1980). Children should be given time to write (many will copy or draw in the beginning) in a journal each day. Teachers probably should start by just letting children "invent" the letters and words, working independently or in cooperation with other children (Clay, 1979; Read, 1975). Some teachers may want to write small captions on children's art work and let children underwrite.

Setting up a mailbox in the classroom will motivate children to write notes to the teacher (these should be answered by the teacher) and to each other. Children should write notes and letters to a variety of people, not just to the teacher.

Writing their favorite recipes can be an engaging activity. Children's recipes can be typed and put in a recipe book for all to read. Teachers should write notes on student papers rather than signs or smiley faces. Sometimes a question could be asked that the child would need to read and respond to in writing.

Children can begin a collection of their favorite words. The teacher can begin the collection, then let the children write their own words.

As children struggle to spell words, they will be forced to use all their grapho-phonemic knowledge to

invent the symbols for the sounds that they hear (Read, 1975). This means teachers should not be overly concerned with whether the children's writing has correct spellings in the beginning. The more children are exposed to words and the more children write meaningful ideas, the more standard the spelling will become (Bissex, 1980; Schickedanz, Sullivan, 1984).

Once children begin composition, writing interviews with the teacher, conferences with classmates, a variety of editing and proofreading practices can begin. Only one or two pieces of writing probably each week should have this careful attention. Not all writing needs to be corrected. The child should be given the opportunity to choose the compositions he wants to put a great effort upon (Moffett, Wagner, 1983).

Basically, minority children must not be thought of as deficient, but as active learners who have encountered print and can make sense of it. Too often these children are given very regimented, structured tasks because they are thought of as deficient learners (Sims, 1982; Heath, 1983). The following are more strategies a teacher can use to build power and confidence in literature.

Story Strategies. Children must begin to be exposed to a wide variety of literature as soon as they enter school. There should be several oral readings of stories,

of poetry, and nursery rhymes each day, rather than just one (Holdaway, 1979; Martin, Brogan, 1972; & Applebee, 1970).

Children should be exposed to predictable books so that children can begin to predict the text for themselves (Rhodes, 1981). Holdaway (1979) suggests using "Big Books" so that children can have a shared-book experience. Large books allow several children easy access to the print so that as the teacher points to the words, they can all read together.

Stories dictated by the children should be typed and bound in some inexpensive way. This language experience strategy begins to help children see themselves as authors as well as readers.

Children's interpretations and understandings of story can also be encouraged by dramatics. The recreation of story episodes through creative dramatics, reader's theatre, improvisations can enhance comprehension in young children (Carlton, Moore, 1968).

Story time should have opportunity for discussion of ideas and characters before and after the story is read or told. These discussions should not just be literal recall but opportunities to predict, infer and react to the story themes and characters (Holdaway, 1979).

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Children can have stories audio-taped so that they can listen to the stories over and over (Martin, Brogan, 1972). Two children can read to each other. Perhaps even the principal can come in and read a story once in a while.

In children's literature, there are many concept books such as Now I Know books by Troll Publishers which teach science concepts; there are song picture books such as Hush Little Baby (Aliki, 1974); Skip to My Lou (Quackenbush, 1975) or The Farmer in the Dell (Zuromskis, 1978); there are books dealing with nature such as Fish is Fish (Lionni, 1970), Jumping Bean (Miller, 1979), The Very Hungry Caterpillar (Carle, 1969); and books dealing with social ideas such as Pezzettino (Lionni, 1975), Rabbit Island (Steiner, 1978) and the many versions of the Little Red Hen. All these types of literary experiences are necessary to build the experiential background needed by young minority children (Cunningham, 1982; Eisner, 1981).

We've discussed just a few strategies that can be used with minority children. These children need many successful encounters with print, not failures. These children must be free from fear about making mistakes so that they can actively engage in making sense out of relationships between oral language and print. These children need to be encouraged and supported, not hurried or pressured,so that they can work out the system of how

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print works (Clay, 1979; Holdaway, 1979). Isolated drill on word pronunciation, too much dependence upon completion of workbook pages for drill, overcorrection when reading aloud, red marks on their written papers, and spelling tests are all practices which make these children begin to fear reading and writing soon after school starts.

The "basics" for minority children must be experiences within the communicative arts enriched in the children's sense-making ventures of everyday life. These "basics" cannot be rushed or ignored for these children.

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PARENTS AS PARTNERS IN READING THROUGH THE NEWSPAPERS

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Many educators have long recognized the value in using the newspaper to reinforce reading/communication skills. Books and numerous magazine articles have been published on the practicality of the newspaper in the classroom. The daily newspaper lends itself to many interesting and effective activities in the classroom.

The use of the newspaper, however, should not be restricted to the classroom. There are many appropriate activities which parents can conduct at home with their children, using the local daily newspaper. When one considers the fact that sixty-one million copies of the newspaper are printed daily in the United States, it is obvious that many parents subscribe to reading materials which enter the home daily. Parents often ask: "What can I use at home to help my child in reading?" One excellent answer is—the daily newspaper.

Parents can capitalize on the many articles, columns, features and other items contained in the pages of the daily paper. What is needed, to make the newspaper a regular source of reading lessons that are both enlightening and entertaining, is a careful preview of the available items, with a thought for their possible uses. To become skilled at the previewing strategy, a parent might look at the kinds of ideas described in courses-for-parents which discuss lessons and learning in children's books. Some school personnel, working with librarians, have developed courses for parents, to acquaint them with the best in children's literature. This is an excellent idea, because parents who accompany their children to the library or purchase books at the local bookstores are then in a better position to guide their children in their literary tastes.

A similar course can be developed for parents on how to use the newspaper effectively in the home. Many schools have employed the USSR (Uninterrupted Sustained Silent Reading). This same type of program can be used with the newspaper after the dinner dishes are cleared, the TV set is turned off, everyone in the family reads the newspaper. Discussion should first take place concerning which part of the newspaper is read by each member of the family. Children should be encouraged to select different parts of the newspaper on different occasions so that a balanced reading diet can be effected.

What are some valuable activities parents can do with their children which tap the full potential of the newspaper? Here are six activities:

1. Picture Stories—Parents can ask their children to read a story in the newspaper. They can then suggest the children draw a picture to go with the story and to write a cutline (caption) to accompany the picture.

2. Vocabulary Notebook—Parents can encourage their children to keep a vocabulary notebook. Have the children select a word and write the definition of the word, cutting out the small section which shows how the word was used. Each word should be glued into the notebook as an example.

3. Party Fun—Parents can ask their children to plan a party for six or eight people. Ask them to make a shopping list of items in alphabetical order that they will need from the grocery ads in the food section of the newspaper. Children can be asked to classify these ads according to paper goods, confectionary, beverage, etc.

4. Circle the Headline—Children can be directed by parents to circle the words in the headlines that they know. Using these same headlines, parents can select some of the words and ask their children to supply a synonym or antonym for these words.

5. Map It—Parents can have children clip out articles from the newspaper that take place in various locations in the world. Have them attach the article to its location on a map.

6. Fact or Opinion?—Parents can ask their children to read an editorial on a subject of current interest. After they have read the editorial, ask them to underline all the facts with a green crayon and all the opinions with a yellow crayon.

Many newspapers throughout the country—particularly the larger ones—have employed consultants who serve as Newspaper In Education (NIE) coordinators. NIE coordinators plan workshops and develop collateral materials which help teachers use the newspaper effectively. In addition, some newspapers also publish materials specifically designed for children. The most popular is the "Mini Page" which is a weekly insert chock full of appealing items for children. The "Mini Page" is syndicated. Finally, in addition to syndicated material, the following is a sample list of newspapers which publish tabloids and other supplemental material for children:

The Arizona Republic
Phoenix, Arizona
(Weekly page material written by staff)

The Bradenton Herald
Bradenton, Florida
(Dynamite Kids Page)

Gazette Telegraph
Colorado Springs, Colo.
(Bimonthly tabloids)

The Hartford Courant
Hartford, Connecticut
(Daily column of news information)

Fort Lauderdale News /Sun Sentinel
Fort Lauderdale, Florida
(Biweekly page and summer program)

Atlanta Journal and Constitution
Atlanta, Georgia
(Weekly tabloid and annual summer tabloid)

Des Moines Register and Tribune
Des Moines, Iowa
(Weekly page of intermediate material

Morning Advocate
Baton Rouge, Louisiana
(Weekly page called "Bubble Gum Wrapper")

The Tennessean
Nashville, Tennessee
(Weekly column and summer material)

The Florida Times-Union/ Jacksonville Journal
Jacksonville, Florida
(Accent on Youth and annual 16 page tabloid)

Columbus Ledger
Columbus, Georgia
(Teen Tempo)

Chicago Sun Times
Chicago, Illinois
(8 page tabloid)

Courier Journal/ Louisville Times
Louisville, Kentucky
(Saturday Scene)

Pottsville Republican
Pottsville, Pennsylvania
(Youth Beat)

Fort Worth Star Telegram
Fort Worth, Texas
(Tabloid for Parents)

This list is not exhaustive. It would be an extremely worthwhile enterprise for school personnel to take full advantage of any material printed in their local newspapers for children, and work with parents so that they too can capitalize on the merit of such material. If their local newspapers do not publish material for children, they might take a survey which would demonstrate the usefulness of publishing tabloids for children and approach their local editors with these survey results.

Readers of this article may wish to write to the NIE Coordinators of the newspapers mentioned to secure samples of these materials for children. A Directory can also be secured by writing to:

American Newspaper Publishers Association
Box 17047
Dulles International Airport
Washington, D. C. 20041

CHILDREN'S LITERATURE FAVORITES: MULTICULTURAL AND MULTISENSORY

Introduction:

Early Childhood educators have always cherished their favorites - stories, poetry, fingerplays, songs or art that are skillfully interwoven into the daily tapestry of children's experiences. With a wise choice from the classics of children's literature we can also infuse the multicultural and multisensory. The examples chosen are: The Poppy Seed Cakes (Clark, 1924), Anansi, The Adventures of Spider(West African Folk Tale (Anansi, 1964) and Frederick (Lionni, 1967).

Primary goals for selection and experiences for children included:

(1) Stimulation of the creativity of young children by using the five senses - sight, taste, smell, sound, and touch; and

(2) Appreciation for the differences of others in a multicultural/global perspective.

Inclusion of these goals could help children's intellectual, social, and affective development. Through active learning, the world of the child could widen to encompass lands far beyond the classroom door.

These elements could be transformed by the imagery and fantasy of language into a far richer realm for children. A multicultural and multisensiory classroom program based on literature could even compete with the enticements of electronic and video entertainment that now dominate leisure hours of young children.

What criteria should we consider as essential? Guidelines for choosing children's literature have been shaped by the various Early Childhood organizations, such as the Southern Association for Children Under Six (SACUS) Position Statements, including Multicultural Education and Developmentally Appropriate Education Experiences for Kindergarten (SACUS, 1988and July 1984). Researchers have confirmed that children need to explore concrete materials in a multisensory process as an aid to intellectual development. Active rather than passive learning has become the call for action.

In new guidelines for Social Studies, the National Council for Social Studies has crafted a framework for the 21st Century. Children should develop "positive attitudes toward knowledge and learning . . . and a spirit of inquiry that will enhance their understanding of their world." (NCSS, January 1989). Multicultural and multisensory criteria can clearly provide the framework for Early Childhood activities.

Criteria for Choosing Children's Literature Favorites:

Several attributes should guide our choice of children's classics. First, the language should ideally activate thought and create "images rather than simply labeling what is already apparent in the pictures." (Jalongo, 1988). Second, the language should create the mood of the story, describing the actions and what the characters are doing and thinking(Glazer, 1986). Third, the illustrations should match the action and descriptions in the text (Glazer, 1988). Each one of the favorites chosen meets these three criteria in addition to being examples of the multicultural and multisensory components needed.

Clearly, the classics of children's literature have special value. Beverly Lyon Clark wrote:

> What we read as children has a profound effect on us, more profound than anything we are likely to read as adults. (Clark, 1990).

For several years this has been confirmed by students in my Early Childhood classes. I asked them to recall their first experiences with a book or story. Most can recall the exact title, plot and other details, along with personal memories:

> Grandma told me the book(Black Beauty) was a favorite of my Mom's when she was a little girl.

Or

> I wore out a copy of Marguerite D'Angeli's Nursery Rhymes. Why the one page for "Ride a Cock Horse to Banbury Cross" opened all by itself!

The power of children's literature as narrations of fantasy or folly, heroism or treachery, could insure a new generation of avid readers.

Multisensory Criteria:

An emphasis on child development has become the centerpiece of the curriculum for young children. Guidelines have been shaped by the research of Piaget, Kamii and others (Piaget,1950, Kamii, 1985).The Position Statements of professional organizations gave credence to the fact that the multisensory process will provide images of rich language and descriptions of sensory experiences. When we include whimsy and fancy we will be weaving a textual cloth to stimulate questioning and inquiry. In most classics, children can literally close their eyes and imagine the setting and action.

Teachers have always tried to make their stories come alive for children in their classrooms. The addition of the multisensory and multicultural have been the hallmark of good teaching for decades. One kindergarten teacher brings a big bear to school with her, dressed in green corduroy overalls - minus one button, of course. The children believe it is really Corduroy from the Don Freeman classic. The story is also taped for listening and the children can follow along as they look at the pictures. They can give Corduroy as many big bear hugs as they wish.

A stuffed Curious George was a take-along mascot for the fifth graders that I taught in 1988. We read stories to first-graders down the hall, easy-to-read picture books from my own collection. Everyone read and everyone basked in the joys of reading to to others. Curious George perched on a tall stool and observed the happy scene.

The Three Favorites Chosen:

(1) The Poppy Seed Cakes(Clark, 1924) revolves around the sometimes naughty adventures of a little boy named Andrewshek who does not always obey his Auntie Katushka, a round, jolly-looking woman who loves to bake poppy seed cakes. The mood and impressions from the art designs and dress suggest Slavic origins, an Eastern European flavor. Andrewshek loves to jump up and down on a feather bed. This is perhaps just like the one many of our grandmothers stuffed into satchels for the long, ocean voyage to the new country. Andrewshek's adventures involve a green goose, a naughty white goat, and a picnic that was almost spoiled. The rich, visual images meld with the olfactory and kinesthetic.

(2) Anansi, a spider is a favorite theme in West African folktales (Anansi, 1964). He is very smart and just as naughyy as Andrewshek. He enjoys eating and does not like to work. He plays tricks on anyone who comes his way and of course, usually gets into trouble. "Anansi and the Fisherman" in one of many tales, includes adventures with a fisherman who plays a trick on Anansi in a turnabout series of madcap events.

(3) Frederick (Lionni, 1967) has been described as a sensitive mouse who thirsts for the beauty of the world. He believes that the aesthetic is as valuable as the material. He is truly an individual who wishes to make his world a more enticing place. The underlying mood is one of learning to share space, live together cooperatively, thinking creatively. A primary value though has a contemporary flavor - cherishing the environment and beauty of the world all creatures share.

First Steps To Integrate the Multisensory and Multicultural:

Books on storytelling and children's literature for librarians and teachers could be a logical beginning. Librarians have been the champions of storytelling and the promotion of children's literature, certainly since Andrew Carnegie first conceived the idea of free, public libraries in America. The publications of the American Library Association have become invaluable sources for ideas, especially for multisensory learning. The Handbook for Storytelling(Bauer, 1977) has become a classic, filled with innovative, imaginative ways to present stories to children. Directions for a wide variety of devices are included such as a Hook 'n Loop Board and many kinds of magnetic and felt boards. Catalogs from ALA include numerous publications related to children's literature (ALA Catalog, 1991).

Whole language based on children's literature has been the subject of excellent books available to teachers in recent years. Several serve to guide the teacher with innovative ways to incorporate multisensory and multicultural learning, along with storytelling (Burke, 1986; Coody, 1983; Glazer, 1986; Jalongo, 1988; Laughlin and Watt, 1986; Machado, 1990 and Purves and Monson, 1984).

The multicultural dimension especially could become a core value in the selection of favorites. From childrn's literature, young learners first meet other children and explore cultures different from their own. They can make the first connection by sharing a common experience, such as a different way to bake cookies, as did Auntie Katushka in The Poppy Seed Cakes. By making the connections, we can plant the seeds for the human dimension, showing that we are more alike than different, all fellow humans sharing similar experiences. Children in different communities in other parts of the globe usually live in families, love to eat, enjoy games and celebrate festive events. All of these common pastimes appear in children's literature.

It is especially in stories about children living in other lands that we can help to remove the barriers of misunderstanding about people living outside of the community, as an antidote to the xenophobia and fear of others who are "different." A multicultural dimension could foster "a more positive attitude" in children (Tomlinson and Lynch-Brown, 1989).

Certainly, the greatest impact of the multicultural dimension could be on the minority child. Teachers, aware of demographic projections, are concerned that children be prepared for living in a vastly changed, multicultural society predicted for the year 2000. For example, the writings of Native American, Hispanic and African-American authors who are involved in multicultural education emphasize the importance of the ancient folkore in their

lives as well as in the lives of others (Norton, 1990).

A quest for quality literature for children and ways to incorporate both multisensory and multicultural learning was predicted long before electronic media stole children away from books as a leading leisure activity. Lillian H. Smith (1953) warned:

> We should put into their hands only the books worthy of them, the books of honesty, integrity, and vision--the books on which they can grow. For it is in the very nature of children to grow. They cannot stand still. They must have change and activity of mind and body. Reading (or listening to stories), which does not stir their minds, not only wastes their time but will not hold children permanently. If they find no satisfaction in one medium they will immediately turn to another (Smith, 1953).

Today's Early Childhood educators face the new milennium in much the same frame of mind as did our colleagues of the previous century. Those in America's classrooms in the 1890s had an overwhelming task - the preparation of young immigrants for a successful life in their new country. They taught them English and to respect education and learning. Many of these new Americans became our parents and grandparents. Many have passed on their love for learning and the children's literature they read in their new language. Today's children in increasing numbers, once again speaking dozens of languages, have entered our classrooms as immigrants. Our task is similar. Through children's literature classics that infuse the multicutural and multisensory, we can once again help a new generation of younger learners.

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APPENDIX A - INSTRUCTIONAL MATERIALS FOR

CHILDREN'S LITERATURE: USING THE FIVE SENSES

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APPENDIX B - RESOURCE DIRECTORY

APPENDIX C - PARENT INVOLVEMENT - CALENDAR OF ACTIVITIES

Paper and Instructional Materials prepared for presentation at the Annual Conference of the Southern Association for Children Under Six (SACUS), Atlanta, March 1991

CLASSROOM ACTIVITIES TO ENHANCE LEARNING: MODELS FOR YOUR OWN FAVORITES

Because most of us need to be aware of the content areas and multiple curriculum guidelines, we would need to include the following areas:

(1) Language Arts
(2) Creative Drama/Pretend Play
(3) Music
(4) Movement
(5) Art
(6) Discovery/Nature/Science
(7) Math and
(8) Cooking/Foods

(1) LANGUAGE ARTS

.**Writing Invitations.** In The Poppy Seed Cakes, Andrewshek could write an invitation to a friend for a picnic they have prepared. Children can use a real wicker basket and add real(or plastic picnic foods), including some "playdough" poppy seed cakes. Cover food with a red-checked napkin. Children can write the invitations using Invented Spelling or dictate it to an adult.

. **Menu List:** Children can also talk to a friend about what is on the menu for the picnic lunch, writing down(making a list) of the various foods in the basket and reading back the list to their friends.(Or this could be done as a Language Experience chart activity) so children can re-read the Picnic Menu.

. **Shopping List:** Write the list of foods that you need to buy for the picnic on poster board. Children can write their own on smaller pads of paper. Children can check off the foods as they are placed in the basket, naming each one.

. **Language Experience Group Story:** Write a paragraph about the events leading up to the picnic adventure, after Andrewshek and his Auntie returned home.

. **Story Cards:** Copy pages from book, color with markers and mount on poster board. Children can then retell the story, placing the Story Cards in the correct sequence. Identify the names of the author and illustrator. For the pages from Frederick have children create a similar collage of bright colored paper, using different textures, similar to the original collages of Leonni.

. **Whole Language Charts:** Children enjoy the rhyming words and chants written on Whole Language Charts. Here is a model that could be used for The Poppy Seed Cakes:

A - 2

. Print verse below on poster board. cut slots in the place designated for blank lines. On the back of the poster board, glue a wide paper strip across the back of the slots, to make an area that will temporarily hold a Name Card.

. Make up a set of Name Cards with the name of each child in your group: One name on one card.

. As the group reads(or chants) the verse, insert a child's Name Card in the slot. Child who recognizes own name, stands up. Call attention to the RHYMING WORDS (Print them in a different color). Call attention to the QUESTION MARK and THE EXCLAMATION MARKS(PUNCTUATION).

. This is a variation of the popular chant, "Who Stole the Hat from the Farmer's Head?"

(a) THE POPPY SEED CAKES BY MARGERY CLARK

Poppy seed cake! Poppy seed cake!
How many can we BAKE?
Poppy seed cake! Poppy seed cake!
How many can we MAKE?

One for _____ Two for _____
Three for _____Four for _____
Poppy seed cake! Poppy seed cake!
How many did we BAKE?

Nine for _____Ten for _____
Poppy seed cake! Poppy seed cake!
How many did we MAKE? Mmm!Mmm! Good!

NOTE: The verses could also be used as a FINGERPLAY,holding up one more finger on one hand and then on the second hand as verse is said. Children could add the names of their friends. One the last line, children rub their tummies!

(b) FREDERICK'S POEM

This could be printed on poster board. Read poem from the book frequently to the children. Make the names of the FOUR SEASONS in the YEAR a different color. The letter of each SPRINGHOUSE or FALLMOUSE could be a color that matches the illustrations: Spring - red; Summer - green; Fall - brown and Winter - gray.

(c) ANANSI - Whole Language Chart

Print the following action fingerplay on poster board. Children can then chant:

ONE little, TWO little, THREE little Spiders
FOUR little, FIVE little, SIX little Spiders
SEVEN little, EIGHT little, NINE little Spiders
TEN little Spiders are here.

. Puppets: Simple hand puppets could be made from brown paper lunch bags and used to retell the story. Glove puppets could be made for the five characters in the The Poppy Seed Cakes.: Andrewshek, Auntie Katushka, Goose, Goat, and Swan.

(2) CREATIVE DRAMA/PRETEND PLAY:

(a) Story Boxes: Design box as a room or scene from the story, crafted from a shoebox or candy box. Add dollhouse furniture, a doll, bed, table or chairs for a scene from The Poppy Seed Cakes. Dress an ethnic doll in a bright-flowered fabric with a shawl around her neck, kerchief over her hair, similar to the pictures of Auntie Katushka.

. Remember that children with special needs or developmental delays will be stimulated to retell some part of the story if real objects are provided. For Frederick a stuffed mouse or one sewn from gray velveteen would be fine. Children retell the story and engage in conversations about the Story Box events. For Anansi, a playful spider can be made out of a few twists of black chenille pipe cleaners, with eyes added.

(b) Acting Out Scenes: After the story has been retold several times, ask the children for suggestions as to their favorite part of the story that they could act out. Simple paper bag costumes may be added or a simple headband(mouse ears, spider headpiece). The Social Living center furniture can be used to depict a scene showing Auntie Katushka baking her poppy seed cakes, taking them out of the oven.

(3) MUSIC:

The Resource Directory contains several sources for different recordings, cassettes or songbooks that could include African or Eastern European music. This should be introduced with colorful illustrations from the regions and children encouraged to listen or respond rhythmically with rhythm sticks or by clapping their hands.

(4) MOVEMENT:

- Crawling movements, like Anansi, the spider
- Mouse hops like Frederick. Can also pretend they are carrying "colors"(balloons, scarves, construction paper circles) to store up for the gray winter.
- Waddles like the green goose or
- Jumps and leaps like the "naughty white goat in The Poppy Seed Cakes.

(5) ART:

- **Polish Paper cutting(Wycinanki):** This a popular art media for Polish children First Teacher, Oct. 1990). This may be difficult for young fingers that have not yet mastered scissors skills, so one simple project could be first modeled and all attempts by the children accepted. However, some of the bright decorations, similar to those on Auntie Katushka's house could be pinned to the bulletin board in case children wished to also use them in their art work. The emphasis, of course, is on the children's self expression rather than copying a model.

- **Realia:** Any arts or crafts(artifacts) from the country could be arranged together in one place for the children to see and touch (certainly nothing breakable). I have a mini-collection of crafts from Poland: A carved wooden plate, amber beads, wooden necklace, embroidery, Polish children's picture book(Turska, 1975) and dolls dressed in holiday costumes ("Mini-Museums", 1990).

- **Murals:** Long pieces of white glazed shelf paper can be used as children paint scenes from the story or draw with watercolor markers. Small groups can work in sections divided up for each child. They can learn to work in cooperative groups, sharing space and materials. Talk first about the "scenes" and "events" of the story, what happened,"first, next." Have ALL children participate regardless of abilities, even if it is only to paint green grass at the bottom edge of the mural. ALL should be included.
- **Dioramas:** A shoebox with background painted on the back of the box and two sides will offer a backdrop and setting for retelling stories. Choose one scene from the story (Santee, 1986). Anansi, for example, could have cut green grass growing along a blue river. Set them out at eye level for children to use in retelling story.

- **Bulletin Boards:** Children's drawings or collages could be the focus for a theme-based bulletin board for each story. Can use the drawings on the board to recall events or retell the sequence of story.

. **Collage:** Because Frederick was illustrated using the technique of collage by Leonni, this should be modeled for the children. According to abilities, pictures could also be torn paper, cut shapes. Use a wide variety of different textured, bright colored paper or scraps from a wallpaper or fabric sample book. Emphasis is, once more, on the PROCESS, rather than on a finished product.

(6) **NATURE/DISCOVERY/SCIENCE:**

. **Feather Collection:** Begin to assemble many different types of feathers, including goose feathers(if possible) just like the ones in the goosedown comforter in The Poppy Seed Cakes.

. **Dried Grasses/Straw Collections:** (Frederick). This collection could be assembled by the children in the fall (depending on your seasons), perhaps in your school area.

. There are many simple Science experiments that could be added here, especially with changing colors, changing liquids into solids, making ice, etc. Units on Seasons and Weather would be appropriate sources.

(7) **MATH:**

. **File Folder Games:** Measurement concept - wholes and halves

. **Felt Board Games:** Poppy seed cakes(from felt or paper). Match numeral for counting; Ordinals: first, second, third, fourth poppy seed cake.

SUGGESTIONS FOR THE STORIES COULD BE AS FOLLOWS:

MULTISENSORY MATH

(1) The Poppy Seed Cakes

. File Folder Game:

Classification:

Name of Activity: Poppy Seed Circles

Objective: Classify different shapes: circle, triangle, and square

Materials: Colored file folder(may be laminated)with a large construction paper triangle, square, and circle "cakes."

Construction paper triangles(one color) and squares(one color). Circles should be white paper "cakes," generously sprinkled with black specks for poppy seeds.

Clear Contact Paper(or may be laminated)

Procedure: Teacher should model steps, including putting all materials back in bag and returning to right place. Children should be able to classify different shapes, round Poppy Seed Cakes,(circles),triangles or squares. They take them out of zip-lock bag and sort by placing them on the large shape of triangle, circle or square inside file folder.

(2) Workjobs-Type Gameboard

Idea adapted from Mary Baratta-Lorton, Workjobs II: Number Activities for Early Childhood. Menlo Park, CA: Addison-Wesley, 1979.

Name of Activity: Picnic Plates of Poppy Seed Cakes and Eggs

Materials: Introduce activity with: Dish of real poppy seeds. Place in a dish, permit children to taste if they wish. (Place a few on a paper napkin).

Eight(8) colored dinner-size paper plates

Poppy seed cakes made from: Manilla paper sprinkled with black specks for poppy seeds OR Poppy seed cake beanbags, sewed from unbleached muslin, speckled with poppy seeds(black marker specks) and filled with navy beans. Playdough cakes baked and colored would also be possible. Beanbags, though can also be used in games.

Eggs made from white felt, cut into an egg shape or white poster board(covered with clear Contact paper).

Numeral Cards: Number cards from 1 - 10 (Masters are in book, p. 137,if needed).

Equation Cards: Equations for simple addition (Masters are in book, p. 139), such as 2 + 2, 2 + 4. Children use the two different types of materials, 2 cakes and 2 eggs, placed on each one of the eight paper plates.

Procedure:

Counting: Child would first explore counting objects at the Concept Level, counting out numbers to match Numeral Cards. One kind of object(only cakes, for example) are counted out on each one of the 8 plates.

Recording at the Symbolic Level(p. 12): Children would next record the total number of objects on each gameboard on a piece of paper. Write numeral "8" and place on each plate, for example.

Addition: (p. 14) Children use simple addition equation cards, counting out 2 cakes plus 2 eggs to match the "2 + 2" equation card. Pairs of children take turns with this activity, but no totals are given at this time.

Subtraction: (p. 15) Children in pairs take turns "taking away" the objects talking about the process, using the subtraction equation cards(p. 140)

This basic format could be applied to each of the stories, Frederick and Anansi, The Adventures of Spider.

(2) Spiders and Webs

Materials: Plastic spider webs and black plastic spiders

Procedures:

Counting: Children match the numeral card

Recording at the symbolic Level: Write number of objects,

Addition: Same as with (1) Poppy Seed Cakes

(3) Grey Mouse

Materials: Gameboards with a grey mouse

Pompom balls - yellow

Procedure: Children match up a pompom ball on his nose.

(8) COOKING/FOOD:

. **Recipe for some real Poppy Seed Cakes:** In the story, Auntie Katushka wrote about the ingredients she used:

> One lovely Saturday morning Andrewshek's Auntie Katushka took some butter and some sugar and some flour and some milk and seven eggs and she rolled out some nice little cakes. Then she sprinkled each cake with some of the poppy seeds which she had brought from the old country.

However, Betty Coody actually created a recipe that could be followed in the classroom:

1 cup butter or margarine
1/2 cup sugar
2 cups flour Poppy seeds

Blend butter, sugar and flour with fingers. Roll into small balls the size of a walnut(Let each child work on a small piece of waxed paper sprinkled with flour). Flatten each ball slightly with a floured spoon. Sprinkle cakes with poppy seeds. Bake in a slow oven about 300 degrees, until lightly brown around the edges. Cook and serve with a beverage at snack-time (Coody, 1983, p. 124).

. For the Anansi tale, why not try African Peanut Soup?(First Teacher, October 1990). List the ingredients on a picture poster chart for children to follow as they measure, pour and stir. Explain new vocabulary words as they experience them: Cut, dice, chop, spread, mix.

. **Shopping Lists for Cooking Experiences. Write on Poster Board:**

. **Auntie Katushka's Soup (The Poppy Seed Cakes):**

We need: Many Vegetables

Turnips
Parsnips
Two (2) Onions
Four (4) Carrotts

Save Green Tops from Vegetables for one(1) Naughty White Goat!

Write cooking words:

. Peel
. Slice
. Cut
. Chop
. Half and Whole
. Mince

. **Shopping List for Picnic:**

Bread for Sandwiches
Have children suggest fillings(Book does not state what went into these).
Cottage Cheese carton
Poppy seed cakes(see recipe)
Two(2) Hard-Boiled Eggs

Assemble all in a wicker basket. Enjoy!

CONCLUSION:

Finally, we can see for ourselves, as we plan and use these multisensory and multicultural experiences in the classroom, that our children do indeed learn best when they are exploring with all of their senses. Through the joy of children's literature, they can also share in the rich sounds of our beautiful language, as they discover new words and meanings. The far corners of our globe will be nice places to visit, as they share in the tastes and smells of a Polish poppy seed cake or an African peanut soup.

References: Others are in the Resource Directory

Coody, B. (1983). Using Literature with Young Children. 3rd ed. Dubuque, Iowa: Wm. C. Brown Co.

First Teacher. Theme Issue: A Multicultural Classroom (October 1990. Vol. 11, No. 10.

"Mini-Museums." First Teacher, October 1990.

Santee, J. (March 5-8, 1986). Creative Storytelling Techniques. Paper prepared for presentation at the 37th Annual SACUS Conference, Orlando, March 5-8, 1986.

Turska, K. (1975). The Magician of Cracow. London: Hamish Hamilton.

RESOURCE DIRECTORY

(1) Children's Literature, Journals, Organizations, Sources

Bookbird, The. Journal of the International Board on Books for Young People and the International Institute for Children's Literature and Reading Research. Mayerhofgasse 6, A-1040, Vienna, Austria. News of books and magazines for children of international interest.

Children's Book Council, 67 Irving Place, New York, NY 10003. Book posters, bookmarks, and related materials.

Children's Literature Association, 22 Harvest Lane, Battle Creek, MI 49015. Sponsors two journals, Children's Literature(published by Yale University Press) and the ChLA Quarterly.

Library Service to Children, American Library Association, 50 East Huron St., Chicago, IL 60611-2795.

Long Ago and Far Away. Discussion and Activity Guide. Children's literature series, including folktales from Sweden, Great Britain and Hungary. Station WGBH, 125 Western Avenue, Boston, MA 02134. May be taped for educational use within seven days after broadcast.

Southern California Children's Booksellers Association, P.O. Box 2895, La Jolla, CA 92038. Pamphlet, "Guide to Author or Illustrator School Visits."(self-addressed, stamped envelope needed).

Web, The , Journal for Children's Literature. Ohio State University, Room 200, Ramseyer Hall, 29 West Woodruff, Columbus, OH 43210.

(2) Sources for Materials for Multicultural/Global Perspectives:

Black Experience in Children's Books, selected by Barbara Rollock. Brochure. New York: New York Public Library, 455 Fifth Ave., New York, NY 10016.

Claudia's Caravan: Multicultural/Multilingual Materials. Catalog. P.O. Box 1582, Alameda, CA 94501.

First Teacher. Theme Issue: A Multicultural Classroom, Vol. 11, No. 10, October 1990. First Teacher, Inc., 955 Connecticut Ave., Bridgeport, CT 06607.

_____. Theme Issue: Children's Literature. Vol. 5, No. 11, November, 1984.

-----. Theme: Tales from Far Away. Vol. 10,No. 11,

Harrambee: The Book Club for African-American Families & Friends, P.O. Box 603, Wilton, CT 06897. Write for membership information and booklists.

Information Center on Children's Cultures,U.S. Committee for UNICEF, 331 E. 28th St., New York, NY 10016.

Music for Little People. Catalog. P.O. Box 1460, 1144 Redway Dr., Redway, CA 95560. Includes African drums and musical instruments. Eastern European folk music and dolls.

Pleasant Company. Catalog with ideas for ethnic dollars and their accessories. P.O. Box 190, Middleton, WI 53562-0190.

Skipping Stones: A Multi-ethnic Children's Forum. (Journal of Writings and Art work from children around the world) 80574 Hazelton Rd., Cottage Grove, OR 97424

(3) **Resources for Parents:**

Horn Book, The. Why Children's Books? (Newsletter). The Horn Book, Inc., Park Square Bldg., Boston, MA 02116.

IRA(International Reading Association. Publishes a "News for Parents from IRA"(Newsletter) related to children's reading and books, including booklists. Parents can also ask for pamphlets, such as "What is Reading Readiness?" Write for list of publications. IRA, 800 Barksdale Rd., P.O. Box 8129, Newark, DE 19711.

Parents' Choice. (Newsletter). Includes multi- media-television, movies, story records, and books. Parents' Choice Foundation, P.O. Box 185, Waban, MA 02168.

Trelease, James . The Read-Aloud Handbook. New York: Penguin Books, 1982.

Dear Parent,

Our room is buzzing with all kinds of activities involving the many stories we are reading to the children. You have probably already heard of the naughty antics of Curious George, the monkey who always gets into trouble.

In this coming month, we will be exploring many of the classics of children's literature. Perhaps you will recognize some favorites from your own childhood. Will you please help to make these adventures with books a memorable event for our children?

A Calendar for May is attached with many suggestions of things that would help your child learn that books bring joy and laughter . . . and delightful characters to meet. Of course, it is not always possible to do everything, but please try to make time for as many as your schedule permits. Don't forget to involve your older readers. They can also join in and do some of the reading to the younger children.

Please have a month of joy with children's books!

Sincerely,

(Your kindergarten teacher)

CHILDREN'S LITERATURE FAVORITES: PARENTS' BOOK LIST

STORY OF BABAR by Jean de Brunhoff, Random Books.

MIKE MULLIGAN AND HIS STEAM SHOVEL, by Virginia Lee Burton. Houghton Mifflin.

CORDUROY by Don Freeman. Viking Books.

MILLIONS OF CATS by Wanda Gag, Coward.

MAKE WAY FOR DUCKLINGS by Robert McCloskey. Viking Books.

TALE OF PETER RABBIT by Beatrix Potter. Warne.

CURIOUS GEORGE by H.A. Rey. Houghton Mifflin.

WHERE THE WILD THINGS ARE by Maurice Sendak. Harper.

CAPS FOR SALE by Esphytr Slobodkina. Addison. Scholastic paperback.

THE POPPY SEED CAKES by Margery Clark. Scholastic paperback.

FREDERICK by Leo Lionni. Pantheon Books.

STONE SOUP by Marcia Brown.

MAY 1991

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 First Stop-Public Library	2 Look for things at home that begin with a "B"	3 Read a book. Have child retell a part	4 Shopping Look for vegetables Read Stone Soup.
5 Read comics and make vegetable soup.	6 Read The Poppy Seed Cakes. Child draws a favorite part	7 Buy packet of seeds	8 Plant seeds in a paper cup	9 Let child pick out a book to read	10 Child draws picture of favorite character	11 Return to Library fo new books Shopping! Look for foods - "p
12 Trip to zoo or a farm	13 Read Where the Wild Things Are s	14 Child retells story using drawings	15 Find things in kitchen that are red. Check on seeds!	16 Read Make Way for Ducklings.	17 Read Frederick Find old shoebox*	18 Shopping! Buy constr paper, glue, markers*
19 Sunday drive to find a house being built	20 Read Mike Mulligan & His Steam Shovel	21 Make "book" showing story events	22 Read Babar	23 Find things that begin with a "C"	24 Read Corduroy	25 Return to Library for more books
26 Read Caps for Sale. Make caps from constr. paper for retelling	27 Have child "read" using pictures for clues	28 Read "Millions of Cats. Child can write something about book	29 Child makes "book" of drawings from stories read	30 Read Peter Rabbit. Draw picture & retell story	31 Child picks out favorite to retell	

* Story Box: A shoebox or candy box can be used to show a scene from a book. For example, for the book, Frederick, child could line the box with grey paper or felt. Micecould be made from pecans with ears and tails glued on. Add circles of colored felt-blue, green, yellow. Story Box is used for child to manipulate objects and help to retell story events.

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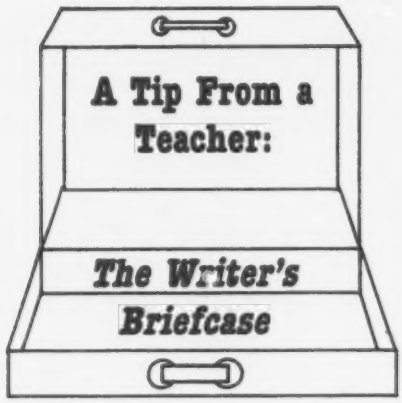
Marietta Lynch



Louise Wrobleski

The "writer's briefcase" take-home activity began in answer to parents' request: "What can we do at home with our child?" Prompted by a *Young Children* article (Rich, 1985), I bought a briefcase and filled it with stationery items: paper, blank books, stapler and staples, crayons, markers, pens, pencils, stencils, envelopes, clipboard, scissors, pencil sharpener, paper clips, paper fasteners, and a variety of stickers and gummed labels. The larger items are in zip-loc bags, the smaller ones in a pencil box. The briefcase also contains an article for parents explaining the reading-writing process and a letter describing the process used in my classroom. My kindergartners sign up for a turn to take the briefcase home overnight.

Rich's article, "The Writing Suitcase," describes a suitcase the teacher-author organized for two of her students who did not have stationery supplies at home. Though many children do have these supplies at home, they are not always readily available or assembled in one place. The briefcase does just that.

Parents' response has been positive. They enjoy the time they are able to spend with their child and also have a better understanding of what is happening in the classroom. The children are very excited about taking the briefcase home. I hope that extending the reading-writing process into the home will keep it going when school is over.

An "artist's portfolio" and a "math suitcase" are in the planning, also. A little time spent in organizing the materials reaps big rewards in establishing a home-school relationship.

Reference

Rich, S. J. (1985). The writing suitcase. *Young Children, 40*(5), 42–44.

Louise Wrobleski, *M.Ed., is a kindergarten teacher at Madison Elementary School in Tamworth, New Hampshire, and an instructor for the child care program of the University System of New Hampshire.*

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"Let's do it again!" And seven children and one teacher, with a well of enthusiasm, embark on yet another production of "The Three Bears"—the 27th in four days.

Story Re-Enactment: Let the Play Begin!

Nell Ishee and Jeanne Goldhaber

The enthusiasm and persistence of children's responses to opportunities to act out stories speak strongly to the developmental appropriateness of this activity. We believe it particularly appropriate for preschool-aged children because having learned about the immediate world around them through their early explorations, children develop the ability to pretend to be something they're not with something which isn't; and then progress to the point of sharing their make-believe play with others (Nicolich, 1977; Belsky & Most, 1981).

A variety of theories have been offered to explain the role of pretend play in early childhood development. Vygotsky (1967, 1978) maintains that pretense is a vehicle through which children's behavior becomes free from the limitations of the immediate environment, thereby launching the child on the road to increasingly abstract thinking. Bateson (1955, 1956) regards play as the source of the ambiguities and paradoxes that enrich our communication. Sutton-Smith (1971) sees the flexibility and responsiveness of pretend play as potentially contributing to an organism's capacity to react adaptively to new situations. Although not all children engage in sustained dramatic play (Smilansky, 1968), research suggests that teachers can help children develop pretend play skills and that doing so may result in other cognitive gains (Saltz & Johnson, 1974; Saltz, Dixon, & Johnson, 1977). For instance, recent studies suggest that acting out stories facilitates kindergartners' story recall and story-related comprehension (Pellegrini & Galda, 1982; Pellegrini, 1984; Silvern, Taylor, Williamson, Surbeck, & Kelley, 1986).

Story re-enactment provides children a wide variety of opportunities to participate in dramatic play.

Researchers use terms such as *sociodramatic play* (Smilansky, 1968) and *collective representation* (Fein & Apfel, 1979) to describe the pretend play of a group of children. Practitioners recognize it immediately when a group of children gathers together to play make-believe. Story re-enactment involves many of the same skills required of a child participating in sociodramatic play because the child must be able to cooperate in the enactment of shared make-believe (Bretherton, 1984).

For example, sociodramatic play requires that the child be able to agree with other children on a particular theme ("Let's play house." "Naw, I wanna play doctor." "OK, this is where the doctor lives." "Yeah, and the hospital s over here."). She must be able to negotiate the role assignments ("You be

M. Nell Ishee, *M.A., a former first grade teacher, is the training coordinator for the GrowLab Project at the National Gardening Association.*

Jeanne Goldhaber, *Ed.D., Head Teacher at the Early Childhood Development Center at the University of Vermont, has worked as an early childhood teacher, trainer, and consultant for the past 20 years.*

Author Note: *We would like to thank Barbara Ellis and Margaret Munt for contributing their insights into the dramatic play patterns of young children.*

CHILDREN'S LITERATURE FAVORITES: USING THE FIVE SENSES

Aline M. Stomfay-Stitz, Ed.D.
Christopher Newport College
Newport News, Virginia

CS213125

Paper and Instructional Materials prepared for presentation at the Annual Conference of the Southern Association on Children Under Six(SACUS), Atlanta, March 13-17, 1991

ERIC/REC
Selected Abstracts from the ERIC Database

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Bloomington, Indiana
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Sample ERIC Abstract

AN ED289160
AU Binkley,-Marilyn-R.; And-Others
TI Becoming a Nation of Readers: What Parents Can Do.
CS Heath (D.C.) and Co., Lexington, Mass,; Office of Educational Research and Improvement (ED), Washington, DC.
PY 1988
AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR EDRS Price - MF01/PC02 Plus Postage.
DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID Reading-Motivation
AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

AN ERIC accession number (Use this number when ordering microfiche and paper copies.)
AU Author(s)
TI Title
CS Corporate source
PY Actual or approximate publication date
AV Source and price (availability)
NT Pagination and additional information (such as legibility or related documents)
PR Indicates availability of document from the ERIC Document Reproduction Service
DE Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB Summary

AN: ED329370
AU: Ramos,-Nancy; Santos,-Ricardo-Sotelo
TI: Helping Your Children Succeed in School: A Parent's Guide.
PY: 1988
NT: 33 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Basic-Skills; Elementary-Education; Guidelines-
DE: *Academic-Achievement; *Elementary-School-Students; *Language-Arts; *Learning-Activities; *Mathematics-; *Parent-Role
AB: This guide for parents indicates ways in which they can help their childen succeed in school. Sections focusing on language arts and mathematics list skills that students are required to master in kindergarten through fifth grades and suggest language arts activities for parents to implement at home. (RH)

AN: EJ416389
AU: Reutzel,-D.-Ray; Fawson,-Parker-C.
TI: Traveling Tales: Connecting Parents and Children through Writing.
PY: 1990
JN: Reading-Teacher; v44 n3 p222-27 Nov 1990
AV: UMI
DE: Case-Studies; Parent-Influence; Parent-Student-Relationship; Primary-Education; Writing-Assignments; Writing-Research
DE: *Learning-Activities; *Parent-Participation; *Reading-Writing-Relationship; *Writing-Composition; *Writing-Instruction
AB: Describes the development and use of the Traveling Tales backpack for engaging children and parents in home writing activities. Shares the experiences of one child and how his family became involved in helping him write a book. (MG)

AN: EJ405868
AU: Wrobleski,-Louise
TI: A Tip from a Teacher: The Writer's Briefcase.
PY: 1990
JN: Young-Children; v45 n3 p69 Mar 1990
AV: UMI
DE: Family-School-Relationship; Primary-Education; Program-Descriptions; Public-Education
DE: *Enrichment-Activities; *Kindergarten-Children; *Parent-Participation; *Preschool-Teachers; *Reading-Writing-Relationship
AB: Describes the "writer's brief case," a take-home activity for kindergarten children designed to extend the reading-writing process into the home. (BB)

AN: EJ370697
AU: Willoughby-Herb,-Sara
TI: The Blooming of Readers.
PY: 1988
JN: Illinois-Libraries; v70 n1 p60-62 Jan 1988
DE: Preschool-Children; Reading-Aloud-to-Others
DE: *Childrens-Literature; *Learning-Activities; *Parent-Participation; *Reading-Readiness
AB: Discusses ways that parents can help young children acquire reading skills without directly teaching them to read. A list of books for beginning readers, parent-child activities, and an annotated list of three books for parents are included. Two references are listed. (MES)

AN: EJ350901
AU: Hourcade,-Jack-J.; Richardson,-Cynthia-L.
TI: Parents as Reading Teachers.
PY: 1987
JN: Academic-Therapy; v22 n4 p381-83 Mar 1987
AV: UMI
DE: Elementary-Education; Reading-Instruction; Teacher-Developed-Materials; Vocabulary-Development; Word-Recognition
DE: *Educational-Games; *Home-Programs; *Home-Study; *Learning-Disabilities; *Parent-Student-Relationship; *Reading-Difficulties
AB: When parents of learning-disabled nine- to eleven-year-olds (N=12) used a teacher-made game for a home program designed to provide additional practice on reading vocabulary lists, a clear and positive relationship was found between the number of minutes spent playing the game and the number of words learned. (CB)

AN: ED329942
AU: Shermis,-Michael, Ed.
TI: Parents and Children Together. Volume 1, Nos. 1-12.
CS: Indiana Univ., Bloomington. Family Literacy Center.
PY: 1991
AV: Family Literacy Center, Indiana University, 2805 East 10th Street, Suite 150, Bloomington, IN 47408-2698 ($7.00 per copy which includes an audiotape).
NT: 776 p.
PR: EDRS Price - MF05/PC32 Plus Postage.
DE: Elementary-Education; Parent-Influence; Parenting-Skills; Preschool-Education; Reading-Materials; Talking-Books
DE: *Parent-Child-Relationship; *Parent-Participation; *Parents-as-Teachers; *Parent-Student-Relationship; *Reading-Aloud-to-Others
AB: This series of booklets is intended for parents and children to share, reading the

booklets together as they listen to the companion tape for each booklet. Each booklet (focusing on a particular topic) answers practical questions from parents, describes activities that can be used at home, notes some books for parents and children, and contains three read-along stories. The twelve booklets in volume 1 of this series are on the following topics: (1) Family Storytelling; (2) Motivating Your Child to Learn; (3) Learning and Self-Esteem; (4) Linking Reading and Writing; (5) Discipline and Learning; (6) Holiday Reading; (7) Learning Science at Home; (8) Recreation for Health and Learning; (9) Folktales for Family Fun; (10) Learning Math at Home; (11) Stretching Young Minds in the Summertime; and (12) Parents as Models. (SR)

AN: EJ329415
AU: Lutz,-Elaine
TI: ERIC/RCS Report: Parental Involvement in the Secondary Reading Program.
PY: 1986
JN: Journal-of-Reading; v29 n5 p456-58 Feb 1986
AV: UMI
DE: Parent-School-Relationship; Reading-Instruction; Secondary-Education
DE: *Learning-Activities; *Parent-Influence; *Parent-Participation; *Program-Development; *Reading-Achievement; *Reading-Programs
AB: Presents a variety of parent programs, projects, and activities that have been successful in involving parents in their adolescents' reading and reading achievement. (HOD)

AN: ED321898
TI: Learning Activities Parents Can Do with Their Children.
CS: Arizona State Dept. of Education, Phoenix.
PY: 1989
NT: 43 p.; For related documents, see PS 018 966-968. Printed on pink paper.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Elementary-Secondary-Education; Guidelines-; Language-Arts; School-Readiness
DE: *Elementary-School-Students; *High-School-Students; *Kindergarten-Children; *Learning-Activities; *Parent-Role
AB: Learning activities parents can do with their children are described. Descriptions of activities are organized according to three age ranges: kindergarten through 3rd grade, 4th through 6th grade, and 7th through 12th grade. Initial discussion concerns pointers for parents of kindergartners; 41 things schools expect children to do before they enter first grade; and ways for parents to help their children learn to read. The learning activities for children in kindergarten through 3rd grade can take place in the kitchen, while shopping or traveling, and during vacation trips. Parent participation in children's learning of basic skills is also covered. Learning activities parents can do with children in grades 4 through 6 fall into the same categories as those for the younger children. Activities to enhance basic skills during waiting periods for children

in grades K-6 are also described. Learning activities parents can do with children in grades 7 through 12 concern reading comprehension, encouragement of reading, thinking skills, a language experience story, study skills, math, career planning, words used in following directions, and an essential vocabulary. Suggestions for helping junior high and high school students conclude the guide. (RH)

AN: ED320238
TI: Parent Power: A Major Ingredient in the Recipe for Educational Success.
CS: National Education Association, Washington, DC. Education and Outreach Program.
PY: [1989]
AV: Manager, Education and Outreach Program, National Education Association, 1201 16th Street, N.W., Washington, DC 20036.
NT: 9 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Elementary-Secondary-Education; Writing-Exercises
DE: *Learning-Activities; *Mathematics-Instruction; *Parent-Student-Relationship; *Reading-Strategies; *Science-Instruction; *Social-Studies
AB: Educational research has ascertained that parents who are actively involved in their children's learning at home help these children become more successful learners in and out of school. Learning activities requiring more imagination than equipment are presented for four age levels. These reading, writing, math, science, and social studies home learning activities are geared to foster confidence, motivation, effort, responsibility, initiative, perseverance, caring, teamwork, common sense, and problem-solving in children of all ages. For example, very young children (grades K-3) can search for letters of the alphabet on cans of food, improvise story endings, count laundry items, and learn to care for plants (as a science experiment). Older children can act out dramatic poems, make picture stories, and use newspapers for making pretend investments or comparing sport scores. Teens are encouraged to develop problem-solving habits by learning and applying a six-step process and to discuss feelings with parents. (MLH)

AN: ED316872
TI: Summertime Reading. How To Encourage Your Children To Keep Books Open after School Doors Close. A Guide for Parents.
CS: Reading Is Fundamental, Inc., Washington, DC.
PY: 1989
AV: Southern Illinois University Press, P.O. Box 3697, Carbondale, Ave., S.W., Room 500, Washington, DC 20560 ($0.50 each, $15.00/100).
NT: 7 p.; Publication Supported by a grant from Newsweek, Inc.
PR: Document Not Available from EDRS.
DE: Community-Resources; Enrichment-Activities; Family-Involvement;

Parent-Participation; Reading-Skills
DE: *Learning-Activities; *Parent-Student-Relationship; *Reading-Material-Selection; *Recreational-Reading; *Summer-Programs
AB: This brochure discusses enriching summertime or vacation experiences that stimulate children to read and learn more. The brochure discusses free or low-cost resources available in the community, such as the library, park programs, zoos or nature centers, museums, historic districts, and community arts. The brochure also discusses reading and writing activities that can be done at home. The brochure concludes with a 2-month calendar of simple activities that involve reading and related skills. (KEH)

AN: ED316332
TI: [Parenting Renewal. Leaflets and Lessons for Parents of Children Five to Twelve Years of Age.]
CS: Clemson Univ., S.C. Cooperative Extension Service.
PY: 1989
NT: 151 p.; For related documents, see PS 018 619-621.
PR: EDRS Price - MF01/PC07 Plus Postage.
DE: Coping-; Guidelines-; Health-; Lesson-Plans; Listening-; Nutrition-; Parent-Education; Parent-Role; Readiness-; Safety-; Self-Concept; Self-Control; Social-Support-Groups
DE: *Learning-Activities; *Parenting-Skills; *Preadolescents-; *Young-Children
AB: Instructional materials on parenting skills for parents of children 5 to 12 years of age are provided, with teaching guides for extension service agents. Organized as a series of nine leaflets followed by nine corresponding lessons, leaflets for parents concern: (1) an overview of the leaflets; (2) readiness: guiding normal development; (3) empowerment: achieving self-discipline; (4) nurturance: building a healthy self-esteem; (5) education: helping prepare the child for positive experiences in school; (6) wellness: nutrition, health, and safety; (7) awareness: sex education; (8) lifestyles: adapting to change; and (9) supports: seeking help. Leaflets offer facts, activities, guidelines, and reference lists. For extension agents delivering the nine corresponding lessons, a lesson plan is provided for each session of parenting instruction. Plans enumerate objectives and materials, provide an introductory statement, describe learning activities for parents, and list references. (RH)

AN: ED316331
TI: [Parenting Renewal. Leaflets and Lessons for Parents of Children Birth to Four.]
CS: Clemson Univ., S.C. Cooperative Extension Service.
PY: 1989
NT: 170 p.; For related documents, see PS 018 620-621. Lesson plans contain segments with green ink on green background.
PR: EDRS Price - MF01/PC07 Plus Postage.

DE: Coping-; Guidelines-; Health-; Lesson-Plans; Listening-; Nutrition-; Parent-Education; Parent-Role; Readiness-; Safety-; Self-Concept; Self-Control; Social-Support-Groups
DE: *Infants-; *Learning-Activities; *Parenting-Skills; *Preschool-Children
AB: Instructional materials on parenting skills for parents of newborn through 4-year-old children are provided, with teaching guides for extension service agents. Organized as a series of nine leaflets followed by nine corresponding lessons, leaflets for parents concern: (1) an overview of the leaflets; (2) readiness: guiding normal development; (3) esteem: facilitating a healthy self-concept; (4) nutrition: developing good eating habits; (5) empowerment: achieving self-discipline; (6) wellness: keeping children healthy and safe; (7) adaptability: coping with parenting; (8) listening: communicating with children; and (9) supports: seeking help. Leaflets offer facts, activities, guidelines, and reference lists. For extension agents delivering the nine corresponding lessons, a lesson plan is provided for each session of parenting instruction. Plans enumerate objectives and materials, provide an introductory statement for the instructor, describe learning activities for parents, and list references. (RH)

AN: ED314737
AU: Behm,-Mary; Behm,-Richard
TI: 101 Ideas to Help Your Child Learn To Read and Write.
CS: ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
PY: 1989
NT: 52 p.
PR: EDRS Price - MF01/PC03 Plus Postage.
DE: Early-Childhood-Education; Parent-Participation; Young-Children
DE: *Family-Environment; *Learning-Activities; *Parent-Child-Relationship; *Parents-as-Teachers; *Reading-Attitudes
AB: Based on the idea that parents are the first and most important teachers of their children's literacy, this booklet offers 101 practical and fun-to-do activities that children and parents can do together. The activities in the booklet are organized to fit the way parents tend to think about their time with their children: in the nursery; at bedtime; on the road; and watching television. The booklet also includes a list of additional resources that will interest parents. (NKA)

AN: EJ298829
AU: Dzama,-Mary-Ann; Gilstrap,-Robert
TI: Help Your Child Prepare to Read.
PY: 1984
JN: PTA-Today; v9 n6 p7-8 Apr 1984
DE: Preschool-Children; Preschool-Education; Reading-Attitudes
DE: *Child-Development; *Learning-Activities; *Parent-Role; *Prereading-Experience;

*Reading-Readiness
AB: Parents have an important role in their child's early preparation for reading. To help children develop positive attitudes towards reading, parents can read aloud, talk and listen to their children, show good reading habits, play with their children, and take field trips. (DF)

AN: EJ293701
AU: Slavenas,-Rosemarie
TI: T.V. or Not T.V., Is That the Question?
PY: 1984
JN: Early-Child-Development-and-Care; v13 n3-4 p377-89 Jan 1984
AV: UMI
DE: Elementary-Education; Parent-Role; Preschool-Children; Preschool-Education; Teacher-Role
DE: *Elementary-School-Students; *Learning-Activities; *Prereading-Experience; *Reading-Readiness; *Reading-Skills; *Television-Viewing
AB: Examines the relationship of television viewing to prereading and reading skills, and suggests ways parents and teachers can encourage reading readiness. Some methods integrate reading and television viewing. (RH)

AN: ED282178
AU: Graves,-Ruth, Ed.
TI: The RIF Guide to Encouraging Young Readers. A Fun-filled Sourcebook of over 200 Favorite Reading Activities of Kids and Parents from Across the Country, Plus an Annotated List of Books and Resources.
CS: Smithsonian Institution, Washington, D. C. National Reading is Fun-damental Program.
PY: 1987
AV: Doubleday and Company, Inc., 245 Park Ave., New York, NY 10167 ($8.95 softcover--ISBN-0-385-23632-8; hardcover--ISBN-0-385-24110-0).
NT: 324 p.
PR: Document Not Available from EDRS.
DE: Annotated-Bibliographies; Elementary-Education; Parent-Participation; Parent-Student-Relationship; Preschool-Education; Reading-Attitudes; Reading-Interests
DE: *Learning-Activities; *Motivation-Techniques; *Parent-Role; *Reading-Games; *Reading-Habits; *Reading-Materials
AB: Based on the notion that reading is both fun and fundamental, this book contains a stimulating array of activities that parents can use to engage their children in reading from the toddler stage through primary school. The first section provides information on how to use the guide, and some tips for encouraging young readers. The second and major portion of the guide provides specific activities to encourage young readers,

divided into several areas including the following: (1) read aloud activities, (2) ways to use the local newspaper for reading fun, (3) rainy day ideas, (4) how to use television as a springboard to reading, (5) how to use the four seasons to spark interest in reading, and (6) ideas that lead from writing to reading and back again. General age ranges are suggested for each activity and all activities allow for substitution and embellishment. The third section presents an annotated booklist of more than 200 quality publications categorized by age group. Further resources for parents and children are suggested in the final section, some with annotations, including books and periodicals for parents, booklists, magazines and book clubs for children, and relevant organizations. (JD)

AN: ED279112
AU: Berg,-Linda; Patten,-Margaret
TI: Bringout Out Head Start Talents (BOHST). Talent Activities for the Home.
CS: Illinois Univ., Urbana. Inst. for Child Behavior and Development.
PY: 1985
AV: Disabled Citizens Foundation, 1304 W. Bradley, Champaign, IL 61820 ($8.10; shipping add 10%, handling add $1.00).
NT: 124 p.; For project final report, see EC 191 364; for project training materials, see EC 191 365-369. Printed on colored paper.
PR: EDRS Price - MF01/PC05 Plus Postage.
DE: Art-Activities; Beginning-Reading; Creative-Development; Leadership-; Music-Activities; Number-Concepts; Parent-Child-Relationship; Parent-Participation; Preschool-Education; Psychomotor-Skills; Science-Activities
DE: *Enrichment-Activities; *Gifted-; *Skill-Development; *Talent-; *Talent-Development
AB: Designed for use by parents of preschoolers participating in the Bringing Out Head Start Talents (BOHST) project, nine booklets present home activities intended to fit into the parent's and child's normal routines. Each booklet addresses a separate talent area: intellectual, creativity, leadership, art, music, reading, math, science, and psychomotor talents. An introduction describes the meaning of the particular talent and how the parent can help develop it, followed by six specific activities and concluding with three sections which list ways to make the most of the child's talent, places to go to spark the child's interest, and questions to ask that focus on the particular event. (JW)

AN: ED278042
AU: Gentry,-J.-Richard
TI: Spel...Is a Four-Letter Word.
PY: 1987
AV: Heinemann Educational Books, Inc., 70 Court St., Portsmouth, NH 03801 ($6.00).
NT: 54 p.
PR: Document Not Available from EDRS.

DE: Elementary-Education; Instructional-Effectiveness; Learning-Processes; Learning-Strategies; Memorization-; Parent-Child-Relationship; Rote-Learning; Visual-Learning; Writing-Skills
DE: *Cognitive-Development; *Language-Arts; *Learning-Activities; *Spelling-; *Spelling-Instruction
AB: Intended for teachers and parents, this book focuses on demolishing widely held myths about poor spellers and about the process of spelling. "Dear Professor Henderson" (chapter 1) is a dedication to a favorite college professor who remonstrated with the author about his "lazy" spelling. "Kneeling on Rice" (chapter 2) states the book's purpose--to make spelling instruction more effective and learning to spell a more natural process. "Let's Give Kids Soft Rice" (chapter 3) uses the story of Dan (a laborious speller) to enumerate some realistic hypotheses about spelling to replace the myths that abound. "Questions Teachers Ask" (chapter 4) examines teaching strategies for creating an effective spelling program. "Advice for Parents" (chapter 5) offers guidelines that encourage parents to approach spelling as a developmental process. "Is Spel...a Four-Letter Word?" (chapter 6), a reiteration of the expounded philosophy, proposes that spelling be taught socially in interaction with reading, writing, and other language arts, in a child-centered curriculum. "Postscript: Pain Prevention" (chapter 7) outlines some steps to make spelling instruction enjoyable and effective and to reassure children that being a bad speller does not make them a bad person and does not doom them to failure in life. The final page is a list of reference material. (NKA)

AN: ED272303
AU: Allen,-Cheri
TI: Learning is a Family Affair: A Guide for Parents of Young Children.
CS: Maine State Dept. of Educational and Cultural Services, Augusta.
PY: 1984
NT: 66 p.; For the other guides in this series, see PS 015 938 and ED 266 885.
PR: EDRS Price - MF01/PC03 Plus Postage.
DE: Discipline-; Family-Environment; Kindergarten-Children; Language-Acquisition; Listening-Skills; Mathematics-Skills; Motor-Development; Prereading-Experience; Preschool-Education; Self-Concept
DE: *Learning-Activities; *Parent-Student-Relationship; *Preschool-Children
AB: Part of a three-volume series, this guide is intended for parents of young children of preschool through kindergarten age. The purpose of the guide is to provide ideas and activities to help in the development of various basic skill areas which will be important for children's later success in school. Discussion focuses on the child's self concept, discipline, the learning environment at home, language development, listening skills, motor development, pre-reading, numbers, and thinking skills. Accompanying each section are a number of activities and references for further reading. Beyond recommending specific activities, however, the purpose of this booklet is to convey the attitude that parents can provide an environment for their children that is rich in

learning potential, that does not require a degree in education, and that does not cost a fortune. Included is a four-page bibliography. (RH)

AN: ED271230
AU: Crook,-Shirley, Ed.
TI: What Works at Home. Research Findings and Learning Activities: Common Sense and Fun for Adults and Children.
CS: Texas Univ., Austin. Extension Instruction and Materials Center.
PY: 1986
AV: Special Projects, Extension Instruction and Materials Center, University of Texas at Austin, P.O. Box 7700, Austin, TX 78713-7700 ($2.50 each; 20 or more copies, $2.25 each. Cassettee tape with booklet, $14.75 each; 20 or more sets, $14.50 each. Texas residents must add sales tax).
NT: 20 p.; Based on research findings published by the U. S. Department of Education in a handbook titled "What Works." For Spanish version, see PS 016 019.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DE: Educational-Research; Language-Skills; Parent-Education; Writing-Exercises
DE: *Early-Childhood-Education; *Learning-Activities; *Learning-Readiness; *Parent-Participation; *Reading-Skills; *Writing-Skills
AB: As part of an effort to encourage parents to help their children in school, this home learning guide, which can also be obtained in taped versions, provides parents with learning activities with which to engage children at home. Based on research findings, the activities are divided into the following categories: curriculum of the home, reading to children, independent reading, counting, early writing, speaking and listening, developing talent, and ideals. (HOD)

AN: ED271197
AU: Goldberg,-Sally
TI: Begin at the Beginning and Learning to Read While Learning to Talk.
PY: [1985]
NT: 9 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Mothers-; Parent-Role; Preschool-Education
DE: *Early-Reading; *Family-Environment; *Learning-Activities; *Play-; *Teaching-Methods; *Toddlers-
AB: Recounted in these two very brief papers are ways a mother arranged the home environment to teach basic skills to her 2-year-old child while enabling her daughter to play in a constructive way. The first paper focuses on learning colors and letters, storyreading at bedtime, and beginning reading activities when the child started to speak. Beginning early reading is the topic of the second paper, which reports the toddler's recognition of letters in upper and lower case and her intuitive understanding of beginning sounds. (RH)

AU: Lamme,-Linda-Leonard
TI: Growing Up Writing: Sharing with Your Children the Joys of Good Writing.
PY: 1984
AV: Acropolis Books, Ltd., Colortone Building, 2400 17th St., N.W., Washington, DC 20009 ($12.95).
NT: 224 p.; Written in cooperation with the children's magazine, "Highlights for Children."
PR: Document Not Available from EDRS.
DE: Cognitive-Processes; Educational-Games; Family-Environment; Family-Involvement; Language-Processing; Language-Skills; Letters-Alphabet; Letters-Correspondence; Preschool-Education; Reading-Readiness; Reading-Writing-Relationship; Spelling-; Word-Study-Skills; Writing-Composition
DE: *Developmental-Stages; *Handwriting-; *Learning-Activities; *Parent-Participation; *Writing-Readiness; *Writing-Skills
AB: Intended for parents, this book offers insights into how children develop as writers and provides practical ideas for introducing writing activities into the home. Chapters in the book deal with the following topics: (1) the benefits of having preschool children write, the timing of initial instruction, and some assumptions about writing at home; (2) the writing environment, including a place for writing and supplies; (3) scribbling, from early scribbling to awareness of the concepts of alphabet, word, writing, and audience; (4) beginning writers, including characteristics of beginning writing and the transition to fluency; (5) developing fluency through a wide variety of writing opportunities; (6) handwriting, including readiness, learning to write, and dealing with writing problems; (7) spelling development, including teaching spelling, spelling problems, parental help, and spelling games; (8) punctuation, capitalization, and usage; (9) family writing experiences, such as writing letters, signs, diaries, books, and poems; and (10) related considerations, such as oral language development and writing, and pointers for fathers and grandfathers. Illustrations accompany the text and appendixes contain the manuscript alphabet, the cursive alphabet, and a list of periodicals that publish children's writing. (EL)

AN: ED264556
AU: Robinson,-Richard-D.; Hulett,-Joycelin
TI: Reading & Writing in the School and Home.
CS: Missouri Univ., Columbia. Coll. of Education.; Missouri Univ., Columbia. Extension Div.
PY: 1984
NT: 23 p.; Photographs may not reproduce well.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Elementary-Education; Language-Experience-Approach; Prewriting-; Reading-Processes; Revision-Written-Composition; Writing-Processes
DE: *Language-Acquisition; *Language-Enrichment; *Language-Processing;

*Learning-Activities; *Parent-Participation; *Reading-Writing-Relationship
AB: Intended for parents and educators, this monograph briefly describes the relationship between the language processes of reading and writing and suggests some ways language development can be encouraged in young children. The monograph begins by recognizing that writing is a process consisting of prewriting, writing, and rewriting, and urges parents and teachers to provide children with opportunities to discuss and reflect on their ideas and thoughts before they actually begin to write. Next, the monograph explains that getting children to use their language experiences enables them to see their own language in written form, and it emphasizes that successful reading and writing experiences are the keys to progress. The monograph concludes with suggestions for activities at home and at school that interrelate reading and writing. (HOD)

AN: ED261414
TI: The Helping Book: Fourth Grade. For Parents of ECIA, Chapter 1. Bulletin 1709.
CS: Louisiana State Dept. of Education, Baton Rouge.
PY: [1985]
NT: 163 p.
PR: EDRS Price - MF01/PC07 Plus Postage.
DE: Alphabetizing-Skills; Grade-4; Intermediate-Grades; Parent-Participation; Phonics-; Reading-Skills
DE: *Learning-Activities; *Reading-Comprehension; *Study-Skills; *Vocabulary-Development; *Word-Study-Skills; *Writing-Skills
AB: Intended for parents of fourth grade children who are participating in Chapter 1 programs that support basic skills education, the learning activities in this booklet give children practice with reading and writing. Among the language skills covered in the activities are (1) vocabulary (in context, synonyms, antonyms, homophones, homographs, pronoun reference), (2) phonetic analysis (three letter blends and vowels followed by "r"), (3) structural analysis (root words, contractions, irregular plurals, possessives, prefixes, and suffixes), (4) comprehension (story details, topic sentences, predicting outcomes, drawing conclusions, cause and effect, inference, fact and opinion, and character traits), (5) study skills (alphabetizing and locating information), and (6) writing skills (spelling and punctuation). The booklet also provides answer keys for the suggested activities. (HOD)

AN: ED261413
TI: The Helping Book: Fifth Grade Language Arts. For Parents of ECIA, Chapter 1 Fifth Grade Students. Bulletin 1743.
CS: Louisiana State Dept. of Education, Baton Rouge.
PY: [1985]
NT: 116 p.
PR: EDRS Price - MF01/PC05 Plus Postage.

then a dozen or so specific activities in that category follow. Within each chapter the activities progress from easier to more difficult. (RH)

AN: EJ257807
AU: Criscuolo,-Nicholas
TI: Parents as Partners in Reading through the Newspapers.
PY: 1982
JN: Reading-Horizons; v22 n2 p120-22 Win 1982
AV: Reprint: UMI
DE: Elementary-Education; Parent-Child-Relationship
DE: *Learning-Activities; *Newspapers-; *Parent-Role; *Reading-Instruction
AB: Suggests activities based on the newspaper that parents can undertake with their children. Lists newspapers that publish supplemental materials for children. (FL)

AN: ED257048
AU: Scourfield,-Judith-VanDyke
TI: A Year of Reading Tips (Ways to Help Your Child at Home).
PY: 1984
NT: 21 p.; Produced by the Bucks County Council, International Reading Association.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Family-Involvement; Parent-Child-Relationship; Preschool-Education; Primary-Education
DE: *Beginning-Reading; *Learning-Activities; *Parent-Participation; *Reading-Games; *Reading-Readiness
AB: The 180 reading tips described in this school calendar are intended for parents to help their children at home. The calendar presents tips for Monday through Friday and for September through May. Among the suggested exercises are the following: (1) sing the ABC song, (2) write five words that begin with B, (3) play a game of Hangman, (4) discuss why the leaves turn colors in the fall, (5) visit the library weekly, (6) turn off the television and have all family members read for at least 15 minutes each night, and (7) tell the opposite of same, white, many, all, off, and open. (HOD)

AN: ED256490
AU: Blai,-Boris, Jr.
TI: Parents "Always" Matter in Education.
PY: 1985
NT: 22 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Academic-Failure; Elementary-Education; Guidelines-; Homework-; Identification-; Learning-Disabilities; Parent-Child-Relationship; Prevention-
DE: *Discipline-; *Learning-Activities; *Parent-Role; *Reading-Improvement; *Safety-;

DE: Alphabetizing-Skills; Grade-5; Intermediate-Grades; Parent-Participation; Phonics-; Reading-Skills
DE: *Learning-Activities; *Reading-Comprehension; *Study-Skills; *Vocabulary-Development; *Word-Study-Skills; *Writing-Skills
AB: Intended for parents of fifth grade children who are participating in Chapter 1 programs, the learning activities in this booklet give children practice with reading and writing. Among the language skills covered are (1) vocabulary in context; (2) phonetic analysis--consonant sounds and letters; (3) structural analysis--root word endings, prefixes, and syllabication; (4) comprehension--story detail, story sequence, main ideas, perceiving conclusions, inferences, and fact and opinion; (5) study skills--alphabetical order and locating information; and (6) writing skills--spelling and language structure. The booklet also provides an answer key for the suggested activities. (HOD)

AN: ED258685
AU: Burtt,-Kent-Garland
TI: Smart Times: A Parent's Guide to Quality Time with Preschoolers.
PY: 1984
AV: Harper and Row, 10 East 53rd Street, New York, NY 10022 (Cloth--ISBN-0-06-015287-7; $17.95; Paper--ISBN-0-06-091124-7, $8.95).
NT: 291 p.
PR: EDRS Price - MF01/PC12 Plus Postage.
DE: Cognitive-Development; Creative-Development; Early-Childhood-Education; Emotional-Development; Family-Life; Guidelines-; Moral-Values; Parents-; Prereading-Experience; Quality-of-Life; Writing-Skills
DE: *Educational-Games; *Learning-Activities; *Learning-Experience; *Parent-Child-Relationship; *Preschool-Children
AB: Containing over 200 quality time activities for preschool-age children and their parents, "Smart Times" is designed to promote the development of children's physical, social, and cognitive skills and to help parents and children enjoy each other's company more. Recipes for fun and learning are provided to stimulate imagination, promote close rapport, or educate intellectually. Choices range from cooking, painting, and let's-pretend scenarios to rowdy roughhousing and quiet in-the-lap play. Ideas for inspiring a good conversation between parent and offspring are offered, as are suggestions for ways to make a child's bedtime a time for importing love, happiness, and guidance. Icebreakers designed to involve everyone when grandparents or cousins visit are also suggested. Finally, there are educationally based recommendations for teaching early reading, writing, and arithmetic skills. The subject matter includes such important areas of early learning as art, music, fantasy, listening, talking, physical exercise, spiritual development, understanding one another, fine motor skills, beginning academics. The book ends with a brief discussion of how to use disks for the home computer to introduce young children to numerical concepts. Each of the 23 chapters starts with a brief overview of a particular category of play;

*Self-Control
AB: This discussion suggests ways to (1) improve parents' communication with their children; (2) provide students with the keys to freedom through self-discipline; (3) increase parents' involvement in their children's learning in the areas of reading, mathematics, science, social studies, creative arts, and health and physical education; (4) recognize learning disabilities; (5) help children learn to read; (6) prevent school failures; (7) help children benefit from homework; and (8) teach children to swim, bicycle, and ride the school bus safely, as well as to take safety precautions against fire, falls, poisons, workshop hazards, and dangerous toys. (RH)

AN: ED255042
AU: Spicola,-Rose; Griffin,-Margaret
TI: The Minority Child: Strategies for Literacy Development.
PY: [1985]
NT: 14 p.; Paper presented at the Annual Meeting of the Southwest Regional Conference of the International Reading Association (13th, Albuquerque, NM, January 24-26, 1985).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Classroom-Techniques; Educational-Opportunities; Reading-Readiness; Writing-Instruction
DE: *Educational-Environment; *Educational-Strategies; *Enrichment-Activities; *Literacy-Education; *Minority-Group-Children; *Parent-Participation
AB: Minority children need broad experiences basic to literacy development that narrowly conceived curricula cannot provide. Parent interactions and first school encounters can provide daily experiences with print, writing, and stories. The time the teacher takes to involve parents in programs for minority children, by explaining activities that can be carried out in the home or in the community, is worthwhile. Such activities include trips to the library, conversations while carrying out daily errands and tasks, and sharing of written correspondence. First school encounters should be positive and confidence-building and can build meaningful print concepts. Teachers can capitalize on knowledge the children bring to school by immersing them in meaningful print, using bulletin boards, realia with familiar logos and labels, a grocery center, and children's name and object labels posted around the classroom. The environment and teacher should encourage active exploration of print, and experience with writing can soon follow. Writing opportunities can include note and letter writing, recipe writing, word collecting, and later, more sophisticated writing, composing, editing, and proofreading activities. Story strategies for the classroom include daily oral readings from large-format books designed for sharing and from stories dictated by children, dramatic interpretations and improvisation, audiotapes, and use of concept and picture books for successful experiences with oral language and print. (MSE)

AN: ED254324
TI: Calendar of Reading, Writing, and Mathematics Skills, Grades K-3, 1984-85. A Guide for Parents.
CS: Michigan State Board of Education, Lansing. Michigan Educational Assessment Program.
PY: 1984
NT: 44 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Grade-1; Grade-2; Home-Programs; Mathematics-Skills; Primary-Education; Reading-Skills; Study-Skills; Writing-Skills
DE: *Basic-Skills; *Elementary-School-Students; *Home-Study; *Kindergarten-Children; *Learning-Activities; *Parent-Participation
AB: Following an introductory page providing guidelines for use, this calendar describes a daily learning activity for children and parents to engage in together for about 10 minutes. Parents are urged to follow the daily activities as a means of supporting their children and their children's teachers. It is suggested that a parent's work with his or her child should (1) give additional practice on skills taught at school; (2) show that education is important to the parents; and (3) provide assurance to the parent that the child is performing at least at the minimum expected level for the grade range. While a few of the activities suggested for each month are seasonal, most tasks are not. Activities involve a range of skills: mathematics facts, measuring, reading, writing, listening and following directions, and oral language. The final pages of the calendar give parents additional suggestions about television alternatives, math activities, reading aloud to children, children's books and magazines, making books of children's work, and studying science and social studies textbooks. (CB)

AN: ED245783
TI: Preschool through 2nd Grade Learning Activities Designed for Parents to Make and Play with Their Children. The Best of BES--Basic Educational Skills Materials.
CS: Community Services for Children, Inc., Bethlehem, PA.; Southwest Educational Development Lab., Austin, Tex.
PY: 1983
NT: 151 p.; For related documents, see PS 014 048-58. Prepared by staff of Head Start of the Lehigh Valley and the Easton Area School District.
PR: EDRS Price - MF01/PC07 Plus Postage.
DE: Basic-Skills; Educational-Objectives; Grade-1; Grade-2; Kindergarten-; Parent-Materials; Prereading-Experience; Preschool-Education; Primary-Education; Writing-Readiness
DE: *Language-Acquisition; *Learning-Activities; *Mathematics-; *Parent-Participation; *Young-Children
AB: This book was written to help parents understand and enhance their children's development in mathematics and language. The first section sets forth basic learning goals in mathematics and language for preschool and kindergarten children and

students in the first and second grades. The second section provides approximately 100 language and math activities for preschool through second-grade children and their parents. Each activity includes a statement of objectives, a list of materials needed, directions for making materials and playing, and suggested ways to vary the activity. (RH)

AN: ED226823
TI: Parent Involvement in Basic Skills: Home Learning Activities. [Kindergarten-Grade 3 and Parent Handbook]. Revised Edition.
CS: Maryland State Dept. of Education, Baltimore. Office of Project Basic.
PY: 1982
NT: 215 p.; Five individual booklets are included.
PR: EDRS Price - MF01/PC09 Plus Postage.
DE: Parent-Materials; Primary-Education
DE: *Enrichment-Activities; *Home-Programs; *Language-Arts; *Mathematics-Instruction; *Parent-Participation; *Reading-Instruction
AB: Described in this collection are activities designed to help parents provide informal home learning experiences for children in kindergarten through third grade. Each activity sheet provided is based on an objective or unit included in one of two programs implemented in the Montgomery County, Maryland, public schools: the Instructional Program in Mathematics and the Reading/Language Arts Program. In the primary grades reading/language arts program, children read short stories, folktales, fables, and poetry. The goal of these activities is to increase each child's comprehension through emphasis on listening, speaking, reading, and writing. Home activities supplementing the reading/language arts curriculum give children additional opportunities to use these skills at home. The program in mathematics is an organized sequence of math skills and concepts organized by categories of skills associated with addition, subtraction, time and temperature, geometric figures, and fractions. Instruction is geared to meet grade-level objectives; the content of home math activity sheets is based on these objectives. A parent handbook is included with the booklet, describing the parent involvement program and providing resources such as "recipes for fun activities" and a museum reference list. (RH)

AN: ED210113
TI: Families Learning Together: At Home and in the Community. Building Adult Knowledge and Children's Skills.
CS: Home and School Inst., Washington, D.C.
PY: 1980
AV: The Home and School Institute, Inc., Training Programs and Publications, c/o Trinity College, Washington, DC 20017 ($14.00).
NT: 130 p.
PR: Document Not Available from EDRS.

DE: Academic-Achievement; Adult-Education; Children-; Educational-Philosophy; Elementary-Education; Guidelines-; Mathematics-Achievement; Reading-Skills
DE: *Family-Involvement; *Family-School-Relationship; *Learning-Activities; *Nonformal-Education; *Parent-Child-Relationship; *Skill-Development
AB: The curriculum presented in this document involves a set of learning activities whereby parents can help children increase school achievement. The program emphasizes the idea that when families learn together a bridge of shared knowledge and caring is established between generations. Numerous activities, called "recipes for learning," make use of daily occurrences in such surroundings as the home, the supermarket, and the neighborhood. These learning activities provide a "dual-focus curriculum"; that is, adults learn while they are teaching children. Skill areas for children, geared for specific age groups, are reading and mathematics. Adult skill areas include health and safety, consumer economics, community resources, occupational knowledge, and citizenship. Tips for good results are provided. (Author/DB)

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